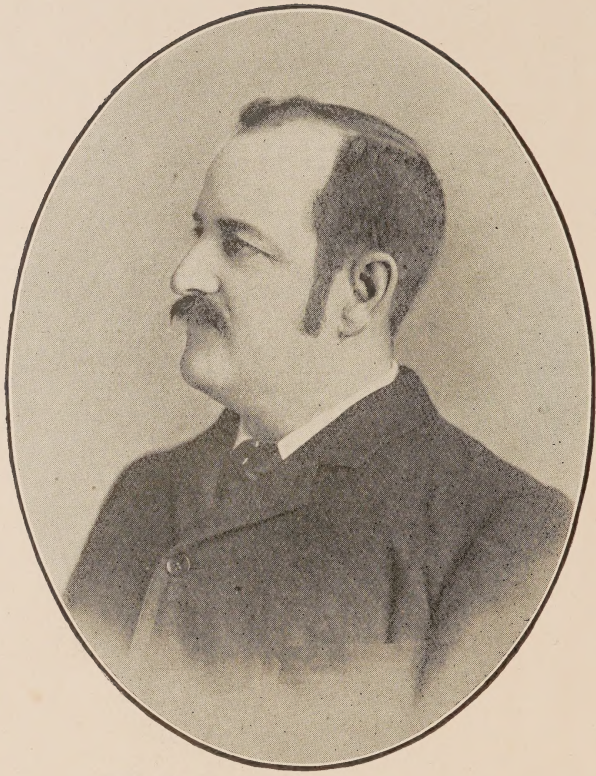


Digitized by the Internet Archive
in 2022 with funding from
University of Toronto



HON. R. A. PYNE, M.D., LL.D.
Minister of Education, Ontario.

Gov. Doc.
Ont
E

Ontario. Education, Sept. 27

REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1906

PART I

II

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



83066
3/9/07

TORONTO:

Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty

1907



WARWICK BRO'S & RUTTER, LIMITED, PRINTERS,
TORONTO.

TABLE OF CONTENTS.

PART I.

	PAGE.
<i>OBSERVATIONS OF THE MINISTER</i>	i
Rural Schools	ii
The Advisory Council	iii
Changes in the Staff	iv
The University Act	iv
The Cost of Text Books	v
Training of the Blind and Deaf	v
Conference of District Inspectors	vi
Statistics of Education	vi
 <i>SUMMARY OF STATISTICS:</i>	
I.—Elementary Schools	vii
II.—Secondary Schools	viii
III.—General: Elementary and Secondary Schools	ix
 <i>COMPARATIVE STATISTICS 1867-1905:</i>	
I.—PUBLIC SCHOOLS, (including Separate Schools):	
1. School Population, Attendance	x
2. Classification of Pupils	xi
3. Teachers' Certificates	xii
4. Salaries and Experience	xiii
5. Receipts and Expenditure	xiv
Cost per Pupil	xiv
II.—ROMAN CATHOLIC SEPARATE SCHOOLS	xv
III.—PROTESTANT SEPARATE SCHOOLS	xv
IV.—COLLEGIATE INSTITUTES AND HIGH SCHOOLS:	
1. Receipts, Expenditure, Attendance	xv
Cost per Pupil	xvi
2. Classification of Pupils, etc.	xvi
Occupation of Parents	xvii
V.—DEPARTMENTAL EXAMINATIONS, ETC.	xvii
VI.—TEACHERS' INSTITUTES	xviii
VII.—COMPARATIVE SCHOOL STATISTICS OF ONTARIO AND THE UNITED STATES	xix

APPENDICES.

APPENDIX A.—STATISTICAL TABLES, 1905.

Public Schools.

I.—TABLE A.—School Population, Total and Average Attendance, etc.....	2
II.—TABLE B.—Reading Classes—Pupils in the various branches of instruction...	6
III.—TABLE C.—Teachers, Salaries, Certificates, Experience	12
IV.—TABLE D.—School Houses, Prayers, Maps, etc.	16
V.—TABLE E.—Financial Statement	18

Roman Catholic Separate Schools.

I.—TABLE F.—Financial Statement, Teachers, Salaries	26
II.—TABLE G.—Attendance, Pupils in the various branches of instruction, Maps, etc.	30

Collegiate Institutes and High Schools.

I.—TABLE H.—Financial Statement, Charges per year	34
---	----

	PAGE.
II.—TABLE I.—Attendance, Pupils in the different Schools, and in the various branches of instruction	40
III.—TABLE K.—Miscellaneous, School Houses, Schools under United Board, Equipment, etc.	52
<i>Protestant Separate Schools.</i>	
TABLE L.—Protestant Separate Schools	58
<i>Miscellaneous.</i>	
TABLE M.—Report on Truancy	59
TABLE N.—Report on Kindergartens	60
TABLE O.—Report on Night Schools	60
TABLE P.—General Statistical Abstract	61
APPENDIX B.—TEACHERS' INSTITUTES, FINANCIAL STATEMENT, 1905	62
APPENDIX C.—INSPECTION OF SCHOOLS.	
I. List of Inspectors, December, 1906	65
II. Diplomas for School Premises, 1906.....	70
APPENDIX D.—RURAL PUBLIC SCHOOL LIBRARIES, 1905-6	71
APPENDIX E.—CONTINUATION CLASSES, 1905-6	83
APPENDIX F.—FREE TEXT BOOKS IN RURAL SCHOOLS, 1906	96
APPENDIX G.—PROCEEDINGS FOR THE YEAR 1906.	
I. REGULATIONS AND CIRCULARS	97
Apportionment of Public and Separate School Grant, 1906	97
Apportionment of Special Legislative Public and Separate School Grant, 1906	112
Patriotic Programmes	133
Changes in the Department of Education and Schools Acts.....	136
Accommodations and Equipment of Rural Schools	139
Summer Schools for Teachers	146
Apparatus for Physics and Chemistry	146
Apparatus for Elementary Science	152
Equipment for Domestic Science, Constructive Work and School Gardens, in Rural Schools	155
Model Schools and Third Class Certificates	158
Courses of Study and Examinations	158
Senior Teachers' Examination, Special Provisions for Public School Teachers	159
Courses for Commercial and Art Specialists	160
High School Entrance Examination, 1907	164
Prescribed Texts, Examinations, 1907	167
County Model Schools	168
Teaching Days, 1906	170
Teaching Days, 1907	171
The Advisory Council of Education	172
The Course in Upper School Geometry, 1907	173
The Recent Amendments to the Public Schools Act	174
Travelling Libraries	181
Duties of Registrar, Examiners and Associate Examiners	182
II. ORDERS IN COUNCIL	184
APPENDIX H.—PUBLIC LIBRARIES, HISTORICAL, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.	
REPORT OF INSPECTOR.....	187
Libraries in the Province.....	188
Public Libraries (not free)	193
Public Libraries (free).....	201
Ontario Society of Artists.....	206
Historical, Scientific and Literary Societies.....	206
Library Conditions, etc.,	214
Ontario Library Association	214
Travelling Libraries.....	221
Carnegie Public Libraries in Ontario	222
Public Libraries with Illustrations.....	226

	PAGE.
APPENDIX I.—REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.....	319
APPENDIX J.—REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD	330
APPENDIX K.—REPORT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB, BELLE- VILLE	411
APPENDIX L.—THE LAKE PLACID CONFERENCE ON HOME ECONOMICS, THE WORK IN ONTARIO	472
APPENDIX M.—DIGEST OF THE SCHOOL LAWS OF THE STATES OF THE UNITED STATES RE- GARDING TEXT BOOKS	487
APPENDIX N.—ADMISSION OF CANDIDATES TO THE COLLEGIATE INSTITUTES AND HIGH SCHOOLS, 1906	506

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1906.

PART I

*To the Honorable WM. MORTIMER CLARK, K.C.,
Lieutenant-Governor of the Province of Ontario.*

MAY IT PLEASE YOUR HONOR:

I beg to present to Your Honor the first portion of the Report of the Department of Education for the year 1906.

The year that has just closed will always be noteworthy as the beginning of a period of reconstruction in the educational affairs of Ontario. It had been for some time evident that changes of a somewhat drastic character were needed in more than one branch of the Provincial system of education. Owing to various causes, some of them incident to the increase and displacement of population in certain parts of the country affecting the schools and the supply of teachers, others the consequence of the greater cost of providing adequate facilities in both higher and primary education, it was judged well to seek from the Legislature measures to modify in several important respects (1) the powers of administration exercised by the Department, (2) the basis of pecuniary support for the rural public schools, and (3) the system of control over the State University. There was involved in these proposals a considerable increase in the votes granted for purposes of education. It affords me great satisfaction to acknowledge the intelligence and generosity displayed by all parties in the Legislature in relation to these matters, and to record the gratifying proofs of interest and enthusiasm evinced by many, both within and outside the Legislature, in the reform and improvement of our educational system. The experience of other countries, with that of our own, goes to show that united effort is of the utmost value in so vital a matter as the training of the youthful population. Those who are charged with the duty of administering the system will fall short of what is required if they fail to secure the cordial support and encouragement of the whole community. The efforts now being made should be regarded as only the beginning of a movement to raise the standard of efficiency, for there remains much to be done, and further advances will depend in no slight measure upon the cooperation afforded by the people of the Province. During the year a large number of school boards have given proof of this spirit of enterprise by their policy in respect to increasing teachers' salaries, the improvement of equipment, and the construction of new buildings. I had an opportunity, during the recess, of visiting Great Britain, and of making some personal inquiry into the working of certain English schools, and the system of text-books in vogue there, and was impressed, as anyone

who has specially investigated the subject cannot fail to be, with the determination shown abroad by all educational authorities to make the schools responsive to the needs of the time and to spend lavishly if wisely in bringing this about. I have also had the pleasure of addressing a number of meetings in different parts of the Province attended by educationists, as well as others, for the purpose of discussing educational questions. On all these occasions the zeal and knowledge displayed by the local authorities were much to be commended, and I have little doubt, notwithstanding the onerous nature of the task before them, that the people of Ontario will be equal to their educational responsibilities as they have been equal to other important duties in times gone by.

RURAL SCHOOLS.

That the task of meeting modern requirements in education is no light one cannot be denied. This is especially true of the rural schools which have, from one cause and another, been allowed to fall much below that standard of excellence which the people in the rural localities have a right to expect for their children. The amendments to the Public Schools Act passed at the last session of the Legislature were designed to meet the needs of these schools. The first duty was to provide larger pecuniary support. The legislative grant was increased, as well as the grants by the municipal authorities. The legislative grant for the rural schools was thus increased to \$180,000, an amount by no means in proportion to the wealth and importance of a Province like Ontario, but considered to be a fair starting-point. It was designed that this larger pecuniary support should be devoted, first, to the payment of higher salaries to teachers, and to provide improved equipment in the schools. The attainment of these objects, as a prime consideration in educational policy, has met with general approval. The salaries of teachers in rural schools had become insufficient to induce young men and women to enter the teaching profession and to incur the expense of higher professional training where the compensatory advantages were so slight. The rapid settlement of the Western Provinces of Canada has also drawn away a considerable number of our experienced teachers. The salaries offered in the West were much in excess of the scale in Ontario, so that the Department of Education, in order to keep our own schools open, felt itself obliged to issue a greater number of temporary certificates than concern for the welfare of the schools could justify, provided such a condition were to last for any length of time. The objects sought by the legislation of last season should, therefore, be regarded as a principle from which a backward step must not be taken. The best means of accomplishing this desirable end are not in themselves inflexible or necessarily permanent. The machinery for enhancing and distributing the larger grants has now had a year's trial. Over the greater part of the Province it has been found to work well. From some quarters, however, have come protests that the plan devised is calculated to destroy the initiative spirit of trustee boards and thus eliminate one of the most valuable factors making for the improvement of education. To all these representations I have given, as it is my duty to do, the most careful consideration, and if such modifications of the law can be made as will provide for its smooth working, while at the same time safeguarding the objects in view, no objections can be raised to their incorporation in the Act. Hand in hand with increased compensation to teachers goes higher training, and for this purpose it is proposed to substitute Normal School for Model School training. The excellent work done in some of the model schools is encouraging, but it is felt that to secure

more efficient teaching the extension and modification of Normal School training is in accord with what is being done in other countries and will meet satisfactorily the conditions in Ontario. The addition of four new Normal Schools to the three already in existence will, it is believed, provide for the present the necessary number of teachers. The additional Normal Schools will be so situated as to serve conveniently the various parts of the Province, and also to provide the required practice-teaching in public schools of a successful character. Agreements have been made with the trustee boards of Hamilton, Stratford, Peterborough and North Bay for the use of public school classes under their respective jurisdictions. The erection of buildings for Normal Schools in these places will be at once proceeded with. The municipal authorities of Stratford, Peterborough and North Bay have generously presented to the Province the sites for these schools. Another departure in professional training which also places Ontario abreast of what is being done abroad, is the creation of a faculty of education in the state university of the Province to carry on the work hitherto conducted in the Normal College, but on lines more thorough and complete than any institution without the resources of a well-equipped university could be expected to develop. The appointment of a Professor of Education has been made by the Governors of the University, and pending the creation by the University of model, high and public schools under university control, the use of city schools for practice and observation purposes will be sought and I trust secured.

THE ADVISORY COUNCIL.

The recent choice of members to form the first elective Advisory Council of Education marks another step in the reorganization of the system. By this a body representative of the various classes of educationists has been called into existence. The creation of the Advisory Council has long been discussed as a practical method for bringing the Minister of Education in close touch with the teaching profession and enabling him, whenever he desires, to seek in a regular and systematic manner the counsel and opinions of the various ranks of educationists. The Council is elected triennially and upon it are represented the Universities, the High Schools, the public schools and the separate schools and the inspectors, while two of its members are school trustees. In creating this body, the Legislature has carefully guarded the responsibility of the Minister, who is not to divide or evade his duties to the Legislature or the public, but is to continue responsible, as before, for the legislation and administration pertaining to education. The Council will be consulted from time to time on matters concerning which I feel that the advice of professional educationists will be helpful to the public advantage. My representative upon the Council, and the medium of official communications, is the Superintendent of Education. Concerning this office and its present occupant a word should be said. The appointment of a Superintendent, authorized by the Act of last session, is in harmony with the principle which underlies the present reconstruction of the educational system and is intended to afford the Department the constant assistance of professional experience and knowledge dissociated from the full administrative control which remains in the hands of the responsible Minister. The functions of the office of Superintendent being advisory and not executive, are exercised primarily with a view to the educational bearing of all questions submitted to him. The abstract merits of all educational problems thus receive due consideration, and I am glad to have, in this im-

portant work, the aid of Dr. John Seath, whose long connection with our school system and whose labors in behalf of education amply qualify him for the position of Superintendent. His report upon the educational questions now engaging the attention of the Department will be presented in due course.

CHANGES IN THE STAFF.

There have been, during the year, a number of other changes in the personnel of the staff of the Department. The appointment of a Superintendent and the resignation of Mr. J. E. Hodgson, M.A., left vacant both the High School Inspectorships. The decision to promote continuation work called for the selection of an inspector to give the whole of his time and thought to that branch. The resignation, through ill-health, of the registrar occasioned a vacancy in that office. The Minister, therefore, finds himself surrounded by several new officials, who have been selected on the ground for their fitness and qualifications, and whose services he is glad to have at this juncture in educational affairs. For the High School inspectorships Mr. James E. Wetherell, B.A., Principal of the Strathroy Collegiate Institute, who has made his mark both in school management and in literary work, and Mr. H. B. Spotton, M.A., Principal of the Harbord Street Toronto Collegiate Institute, whose experience as principal and as a teacher in science are well known, were chosen. The appointment of Mr. R. H. Cowley, B.A., Inspector of Public Schools in the County of Carleton, as Inspector of Continuation Classes, was due to his special familiarity with this branch of work and to his record as a teacher and inspector. The Department loses an excellent official in the retirement of Mr. W. H. Jenkins, B.A., who has felt himself compelled, on account of ill-health, I regret to say, to relinquish the onerous duties of a sedentary occupation. His restoration to health will be hailed with satisfaction by his fellow-teachers throughout the Province. His successor, Mr. J. A. Houston, M.A., possesses both in respect to scholastic training and knowledge, the qualifications required in discharging the duties connected with the examination branch of the Department.

THE UNIVERSITY ACT.

The year will also be memorable for the passage of the University Act, based on the report of a Royal Commission appointed the previous year. Of this Commission Mr. Joseph W. Flavelle was chairman, among the other members being Mr. Goldwin Smith, Sir William Meredith, Mr. Byron E. Walker, Rev. Canon Cody and Rev. D. Bruce Macdonald. The report of the Commission, which sat for several months and personally investigated the workings of the University constitutions of the United States, was accompanied by a draft bill. This, with certain modifications, was accepted as the basis of the legislation and was adopted unanimously by the Legislature. It vested the supreme control of the State University in a board of twenty governors nominated by the Crown, assigned to the institution an annual income equal to half the revenue received by the Province from succession dues, increased the powers of the President of the University, who becomes ex-officio a member of the governing board, and made such changes in the executive machinery as will, it is believed, greatly conduce to the welfare and efficiency of this great state institution. The measure also transferred the control of the School of Practical Science from the Department of Edu-

cation to the Board of Governors of the University, thus severing a connection which had lasted for more than thirty years. In heartily approving of this important change I did so with the conviction that the incorporation of the School in the University, of which it is now the Faculty of Applied Science, would greatly conduce to the welfare of both institutions. As a sharer in the enhanced income conferred upon the University by the Legislature, the School will be better able to perform those services for technical education now so earnestly desired by the people of Ontario. In the recommendations of the Commission on this head I concur, since the development of technical instruction in the schools of the Province calls for an effort not hitherto put forth if we are to keep pace, as an industrial community, with the training supplied to the youths of other countries.

THE COST OF TEXT BOOKS.

The appointment of a Commission consisting of Mr. T. W. Crothers, of St. Thomas, and Mr. John A. Cooper, of Toronto, to enquire into the prices of school text-books, touches a subject of much concern to the parents and taxpayers of the Province. The Commission has held open sittings, and with some of the evidence collected the public are already familiar through the reports in the press. The whole of the testimony was carefully recorded by stenographic reporters and constitutes a valuable body of information respecting the best methods of publishing text-books. The report of the Commission is being completed and will be presented to Your Honor at an early date. Action consistent with the information thus gained will be taken with a view to relieving the parent of unnecessarily high prices for text-books and with the aim of providing better books.

TRAINING OF THE BLIND AND DEAF.

The two institutions under the control of this Department, namely the Ontario Institute for the Deaf and Dumb, at Belleville, and the Institution for the Education of the Blind, at Brantford, have had a prosperous year. The reports of the Principals of the two institutions are appended to this volume of my report. At the Institution for the Deaf and Dumb the health of the pupils has been good and the attendance of a larger number of new pupils is recorded. In the Principal's report are incorporated, from the writings of Dr. Love, the well-known aurist, who visited Belleville last year, and from other sources, some historical data respecting the progress in the training of deaf-mutes by reason of the scientific effort and philanthropic zeal shown in all civilized countries for the welfare of this class of the population. Mr. Mathison, who has retired from the Principalship of the Institute after many years of efficient service, carries with him the good will of all the teachers and pupils with whom he has been associated. His successor, Dr. C. B. Coughlin, brings to the work professional talents of a high order and a temperament well suited to promote the interests and happiness of those entrusted to his care. Mr. H. F. Gardiner, Principal of the Brantford Institution, makes a favorable report of the year's work, and presents an interesting account of the methods employed to train blind pupils for a useful place in life. A summary is also given of the proceedings of the Edinburgh Conference on the Blind last year at which practical addresses were delivered reflecting the latest views of competent authorities upon the instruction of the blind.

CONFERENCE OF DISTRICT INSPECTORS.

During the year, the conditions and requirements of the schools in the northern districts have been under the consideration of the Department. The Deputy Minister and the Superintendent of Education visited one portion of New Ontario for the purpose of personally inspecting the circumstances under which primary education is maintained there, and having reported in favor of a conference of all the district inspectors, such a conference was held in the month of November. The educational conditions in Northern Ontario are exceptional. The schools in many places are conducted under difficulties owing to the nature of settlement and the scarcity of teachers. As there is a rapid increase of population in certain areas, especially along the line of the Temiskaming and Northern Ontario Railway, it is manifestly the duty of the Legislature to encourage in every way possible the efforts of the people in those districts to provide schools for their children. It may be necessary to treat the educational problem in all our newer districts on lines somewhat different from those found to be suitably adapted to older Ontario. There is already a commendable zeal amongst the people themselves, and the Department is ready to second their efforts. There are now, according to the statistics just supplied by the Inspectors, 826 district schools, both public and separate. Of these, 85 are bi-lingual schools, which are divided into 55 public schools and 30 separate schools.

STATISTICS OF EDUCATION.

The statistical information to be found appended to this report contains many details which illustrate educational conditions and mark educational progress. It has been thought well to present certain information not embodied in previous reports; such, for example, as separate statements respecting rural schools as distinct from urban schools; the qualifications of teachers in the several counties and districts; fuller statistics relative to kindergartens; the number of schoolrooms in each inspectorate; and comparative statistics of the United States and Ontario.

A summary of the statistics for 1905 shows that there were in Ontario in that year 5,793 public schools, 428 separate schools, and 140 high schools and collegiate institutes. The number of pupils was, respectively, 397,170, 49,324, and 28,661. The expenditures were: On public schools, \$5,524,102; on separate schools, \$637,134; on high schools, \$1,004,498. The total expenditures were, therefore, \$7,165,734. The number of teachers in the three classes of schools was 10,338. The salaries paid to teachers in rural schools show a tendency to increase, the average salary paid to male teachers in those schools having risen from \$385 in 1904 to \$402 in 1905, and the average paid to female teachers from \$294 in 1904 to \$311 in 1905.

Education Department,
Toronto, January, 1907.

R. A. PYNE,
Minister of Education.

SUMMARY OF STATISTICS.

1. ELEMENTARY SCHOOLS.

a. Public Schools.

Number of Public Schools in 1905	5,793
Increase for the year	35
Number of enrolled pupils of all ages in the Public Schools during the year	397,170
Increase for the year	356
Average daily attendance of pupils	232,077
Increase for the year	4,912
Percentage of average attendance to total attendance	58.43
Increase for the year	1.18
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools: men, 1,839; women, 6,840; total	8,679
Decrease: men, 118; increase, women, 187; total increase	69
Number of teachers who attended Normal School	4,442
Decrease for the year	122
Number of teachers with a University degree	77
Decrease for the year	9
Average annual salary for male teachers.....	\$514
Increase for the year	\$29
Average annual salary of female teachers	\$348
Increase for the year	\$13
Average experience of male teachers	9.3 years
Average experience of female teachers	6.4 years
Amount expended for Public School houses (sites and buildings)	\$715,761
Amount expended for teachers' salaries	\$3,422,324
Amount expended for all other purposes	\$1,386,017
Total amount expended on Public Schools	\$5,524,102
Increase for the year	\$570,920
Cost per pupil (enrolled attendance)	\$13.91
Increase for the year.....	\$1.43

b. Roman Catholic Separate Schools.

Number of Roman Catholic Separate Schools in 1905 ...	428
Increase for the year.....	9
Number of enrolled pupils of all ages	49,324
Increase for the year	1,517
Average daily attendance of pupils	32,030
Increase for the year	2,110
Percentage of average attendance to total attendance	64.94
Increase for the year	2.36
Number of teachers	970
Increase for the year	26
Amount expended for School houses (sites and buildings)	\$243,366
Amount expended for teachers' salaries	\$246,906
Amount expended for all other purposes	\$146,862
Total amount expended on R. C. Separate Schools	\$637,134
Increase for the year	\$130,823

Cost per pupil (enrolled attendance)	\$12.92
Increase for the year	\$2.33

c. Protestant Separate Schools.

Number of Protestant Separate Schools (included with Public Schools, a) in 1905	5
Number of enrolled pupils	320
Increase for the year	1
Average daily attendance of pupils	192

d. Kindergartens.

Number of Kindergartens in 1905	133
Increase for the year	4
Number of pupils enrolled	12,480
Increase for the year	459
Average daily attendance of pupils	4,955
Increase for the year	382
Number of teachers engaged	260
Increase for the year	5

e. Night Schools.

Number of Night Schools in 1905-6	10
Decrease for the year	1
Number of pupils enrolled	620
Decrease for the year	82
Average daily attendance of pupils	286
Increase for the year	13
Number of teachers engaged	17
Decrease for the year	2

II. SECONDARY SCHOOLS.*

a. High Schools.

Number of High Schools (including 42 Collegiate Insti- tutes) in 1905	140
Increase for the year	2
†Number of Teachers in High Schools	689
Increase for the year	28
Number of pupils enrolled in High Schools	28,661
Increase for the year	952
Average daily attendance of pupils	17,567
Increase for the year	837
†Average annual salary, Principals	\$1,270
Increase for the year	\$24
†Average annual salary, Assistants	\$927
Increase for the year	\$33
†Average annual salary	\$997
Increase for the year	\$30
†Highest salary paid	\$3,000

*The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

†These statistics are based on Returns to the Department, dated January, 1906.

Amount expended for High School teachers' salaries.....	\$666,547
Amount expended for High School houses (sites and buildings)	\$103,515
Amount expended for all other High School purposes...	\$234,436
Total amount expended on High Schools	\$1,004,498
Increase for the year	\$127,411
Cost per pupil (enrolled attendance)	\$35.05
Increase for the year	\$3.40
Cost per pupil (average attendance)	\$57.18
Increase for the year	\$4.76

b. Continuation Classes.

Number of Continuation Classes, 1905-6 (included in Public and Separate Schools, I, <i>a</i> and <i>b</i>), practically doing High School work: Grade A, 88; Grade B, 41; Grade C, 100; Grade D, 200; total	429
Increase for the year: Grade A, 10; Grade B, 2; Decrease, Grade C, 38; Grade D, 27	
Total decrease for the year	53
Number of pupils in attendance	5,224
Decrease for the year	125

III. GENERAL.

ELEMENTARY AND SECONDARY SCHOOLS.

Total population of the Province, 1905				*2,226,933
Pupils enrolled in Elementary and Secondary Schools				488,255
Increase for the year	3,202			
Average daily attendance				286,915
Increase for the year	8,254			
Percentage of total population enrolled				21.92
Average length of school term in days				198.46
Average number of days attended by each pupil enrolled...				116.62
Average cost per pupil (enrolled attendance) in all schools:				
	1902.	1903.	1904.	1905.
Sites and buildings	\$0.97	\$0.98	\$1.30	\$2.18
Teachers' salaries	7.63	7.94	8.44	8.88
All other expenses	2.80	3.14	3.32	3.62
For all purposes	\$11.40	\$12.06	\$13.06	\$14.68
Average cost per pupil (average attendance) in all schools:				
	1902.	1903.	1904.	1905.
Sites and buildings	\$1.70	\$1.70	\$2.26	\$3.70
Teachers' salaries	13.34	13.84	14.69	15.11
All other expenses	4.89	5.47	5.79	6.16
For all purposes	\$19.93	\$21.01	\$22.74	\$24.97

*Estimated.

COMPARATIVE SCHOOL STATISTICS, 1867-1905.

I. PUBLIC SCHOOLS (INCLUDING SEPARATE SCHOOLS).

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools, include R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, (Appendix A), the Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is given in the third column of following table:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Average daily attendance.	Percentage of average attendance to total number attending school.
1867.....	5—16	447,726	.....	a380,511	b21,132	401,643	163,974	40.82
1872.....	5—16	495,756	.....	a433,664	b20,998	454,662	188,701	41.50
1877.....	5—16	494,804	1,430	488,553	877	490,860	217,184	44.25
1882.....	5—16	483,817	1,352	469,751	409	471,512	214,176	45.42
1887.....	5—21	611,212	1,569	491,242	401	493,212	245,152	49.71
1892.....	5—21	595,238	1,636	483,643	391	485,670	253,830	52.26
1897.....	5—21	590,055	1,385	480,120	272	482,777	273,544	56.66
1902.....	5—21	584,512	1,001	452,977	110	454,088	261,480	57.58
1904.....	5—21	576,537	790	443,729	102	444,621	257,085	57.82
1905.....	5—21	578,032	814	445,601	79	446,494	264,107	59.15

a 5—16. b Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above table.

It will be seen by the figures given in the above table that the School population and the School attendance throughout the Province have declined every quinquennial period from the year 1887 to 1902 and up to and including 1904, whilst last year a considerable increase is shown over the preceding year. Another feature of these statistics that shows well for these schools is the increase in the percentage of average to total attendance—from 57.82 to 59.15 per cent. This increase of 1,873 in the enrollment and 7,022 in the average daily attendance of the Province was brought about through the quite large increases in the urban municipalities, as the attendance is still declining in the rural localities as shown in the following table. It will there be noticed that the rural attendance in 1904 decreased by 7,484 from 1903, while that in 1905 decreased by only 2,475 from 1904, showing that the drain from the rural parts has appreciably diminished.

Year.	Attendance in Rural Schools.	Attendance in Urban Schools.
1903.....	260,617 or 57.88% of total	189,661 or 42.12% of total
1904.....	253,133 or 56.93% of total	191,488 or 43.07% of total
1905.....	250,658 or 56.14% of total	195,836 or 43.86% of total

2.—Classification of Pupils.

Year.	1st Reader—Parts I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing.
1867.....	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450
1872.....	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582
1877.....	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036
1882.....	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432
1887.....	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097
1892.....	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239
1897.....	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444
1902.....	176,503	85,732	90,630	83,738	17,485	445,316	449,573	434,030
1904.....	169,981	85,229	90,111	83,104	16,196	439,040	440,314	426,612
1905.....	170,253	84,289	90,170	85,469	16,313	446,494	446,494	392,539

Year.	Geography.	Music.	Physiology and Hygiene.	English History.	Canadian History.	Composition.	Grammar.
1867.....	272,173	47,618	.....	*61,787	.....	147,412	147,412
1872.....	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877.....	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882.....	280,517	158,694	33,926	*150,989	.....	209,184	209,184
1887.....	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892.....	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897.....	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902.....	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1904.....	323,101	266,992	215,421	115,342	171,823	305,829	305,829
1905.....	326,657	272,725	228,760	128,350	183,456	334,070	237,023

The following table classifies the pupils in the various Readers in 1904 and 1905, as to Rural and Urban Schools.

Rural Schools.	First Reader Part I.	First Reader Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth or High School Reader.	Totals.
1904.....	60,784	36,941	47,930	50,297	47,289	9,892	253,133
1905.....	61,102	35,155	46,995	50,076	47,709	9,621	250,658
Urban Schools (cities, towns, and incorporated villages).							
1904.....	44,456	27,800	37,299	39,814	35,815	6,304	191,488
1905.....	46,850	27,146	37,294	40,094	37,760	6,692	195,836

* History.

3.—Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897.....	9,128	2,784	6,344	343	3,386	4,465	924	3,643
1902.....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774
1904.....	9,554	2,075	7,479	635	4,192	3,396	1,331	4,728
1905.....	9,649	1,950	7,699	661	4,018	3,248	1,722	4,620

NOTE.—Kindergarten and Night School teachers are not included in above table.

It is to be regretted that the number of men in the teaching profession is still decreasing, as shown in preceding table. The percentage in 1904 was 21.72 and in 1905 it had declined to 20.21.

Another decrease in the number of permanent certificates and a great increase in the number of temporary certificates, under the heading "Other certificates," is noticed. The increased salaries in the rural schools in accordance with the schedule of the amended School law of last session will no doubt be a strong inducement to keep our teachers with permanent certificates from going to the West, and consequently avoid the necessity of issuing so many temporary certificates.

The number of the teachers and the class of the certificates in each county of the Province will be found on pages 12-14 of this Report.

Seventy-seven Public School teachers held University degrees in Arts, a decrease of 9 from the preceding year 1904.

The following table classifies the teachers and certificates as to Rural and Urban Schools, in 1904 and in 1905.

	Public School Teachers.			Certificates.			
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class.
Rural Schools, 1904.....	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1905.....	6,007	1,354	4,653	146	1,752	2,969	1,140
Urban (cities, towns and incorporated villages) 1904..	3,580	606	2,974	483	2,248	289	560
Urban, 1905.....	3,642	596	3,046	515	2,266	279	582

4.—Teachers' Salaries and Experience.

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	*Average salary, male teacher, rural schools.	*Average salary, female teacher, rural schools.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.	Average salary, male teacher, incorporated villages.	Average salary, female teacher, incorporated villages.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
1867.....	1,350	346	226	261	189	532	243	464	240	.....	.....
1872.....	1,000	360	228	305	213	628	245	507	216	.....	.....
1877.....	1,100	398	264	379	251	735	307	583	269	.....	.....
1882.....	1,100	415	269	385	248	742	331	576	273	.....	.....
1887.....	1,450	425	292	398	271	832	382	619	289	.....	.....
1892.....	1,500	421	297	383	269	894	402	648	298	.....	.....
1897.....	1,500	391	294	347	254	892	425	621	306	.....	.....
1902.....	1,600	436	313	372	271	935	479	667	317	.....	.....
1904.....	1,600	485	335	385	294	953	498	705	341	564	305
1905.....	1,600	514	348	402	311	1,003	503	746	344	592	316

* Incorporated villages included from 1867 to 1902, inclusive.

Teachers' salaries, though still far too low, are on the increase, as shown in above table. For the first time the salaries for purely Rural Schools are given therein (1904 and 1905). Formerly incorporated villages were included with the counties.

In Table C, pages 12-15, the salaries and experience of teachers of the various counties is given separately and summarized for the cities, towns and villages. The experience of the teachers of the Province has never been compiled before, and will no doubt be found interesting and suggestive. The following is a summary of the table above mentioned so far as it relates to teachers' experience:

Teachers' Experience.

	Number of teachers who have taught less than 1 year.	1 but less than 2 years.	2 but less than 4 years.	4 but less than 7 years.	7 but less than 12 years.	12 but less than 20 years.	20 years and over.	Average experience in years of male teachers.	Average experience in years of female teachers.	Average experience in years of all teachers.
Rural schools.....	384	1,195	1,737	1,138	730	334	176	6.9	4.1	4.7
Cities.....	37	64	97	218	264	360	295	14.8	11.9	12.4
Towns.....	21	32	127	235	300	243	169	17.1	10.1	11.3
Villages.....	16	35	101	120	111	79	61	13.4	7.5	9.1
Totals, Province....	458	1,326	2,062	1,711	1,405	1,016	701	9.3	6.4	7.0
Percentages.....	5.28	15.28	23.76	19.71	16.19	11.71	8.07	.....	.....	.....

NOTE.—R, C. Separate School teachers are not included in above table.

5.—Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal School grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867.....	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872.....	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877.....	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882.....	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887.....	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892.....	283,791	3,300,511	1,227,596	4,811,899	2,752,629	427,321	40,008	833,965	4,053,918	8 40
1897.....	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,015,670	8 73
1902.....	383,666	3,959,912	1,422,921	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1904.....	405,362	4,464,227	1,600,982	6,470,571	3,473,710	578,656	87,997	1,319,130	5,459,493	12 27
1905.....	414,004	4,928,790	1,886,400	7,229,194	3,669,230	959,127	98,209	1,434,670	6,161,236	13 30

Considerable increases in Government and municipal grants and in the expenditure of the Public and Separate Schools are again noticed in the preceding comparative table. The expenditure increased from \$12.27 in 1904 to 13.80 in 1905 per pupil of enrolled attendance, and from \$21.23 to \$23.32 per pupil of average attendance as shown in the following table:

Average cost per pupil (enrolled attendance).

	1902.	1903.	1904.	1905.
Sites and buildings	\$0.95	\$0.95	\$1.30	\$2.15
Teachers' salaries	7.04	7.35	7.81	8.22
All other expenses	2.63	2.97	3.16	3.43
For all purposes	\$10.62	\$11.27	\$12.27	\$13.80

Average cost per pupil (average attendance).

	1902.	1903.	1904.	1905.
Sites and buildings	\$1.65	\$1.65	\$2.25	\$3.63
Teachers' salaries	12.23	12.72	13.51	13.89
All other expenses	4.57	5.14	5.47	5.80
For all purposes	\$18.45	\$19.51	\$21.23	\$23.32

The cost per pupil (enrolled attendance) for 1905 in the Public Schools alone will be found on pages 24 and 25 of this Report, and for the R. C. Separate Schools on pages 28 and 29. The expenditure will there be shown as to Rural Schools, cities, towns and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure— Teachers.				Number of pupils attending—Number in the various branches of instruction.									
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Writing.	Arithmetic.	Geography.	Composition.	Grammar.	Drawing.	Physiology and Hygiene.	English History.	Canadian History.
1867.....	161	\$48,628	\$42,719	210	18,924	10,749	10,559	8,666	.....	5,688	.....	.....	*2,571	.....
1872.....	171	68,810	61,817	254	21,406	13,699	12,189	8,011	7,908	7,908	.....	.....	*3,548	.....
1877.....	185	120,266	114,806	334	24,952	17,932	17,961	13,154	11,174	11,174	.....	.....	*9,812	.....
1882.....	190	166,739	154,340	390	26,148	21,052	21,524	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887.....	229	229,848	211,223	491	30,373	27,824	28,501	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892.....	312	326,034	289,838	662	37,466	35,565	25,936	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897.....	340	335,324	302,169	752	41,620	39,724	40,165	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902.....	391	485,563	435,441	870	45,964	45,964	45,964	29,788	27,409	27,409	41,952	14,687	7,544	16,035
1904.....	419	559,635	506,311	944	47,807	47,807	47,807	32,433	31,382	31,382	43,866	23,716	9,226	16,946
1905.....	428	693,991	637,134	970	49,324	49,324	49,324	34,205	32,201	25,526	39,501	23,909	10,732	18,593

* History.

Increases in the number of Schools, in the expenditure per pupil, from \$10.59 in 1904 to \$12.92 in 1905, in the number of pupils attending, and in the various subjects, are shown in the table above in reference to the Roman Catholic Separate Schools of the Province.

III. PROTESTANT SEPARATE SCHOOLS.

The following is a complete list of the Protestant Separate Schools of the Province:—No. 9, Cambridge; No. 6, Plantagenet North; No. 1, North Tilbury, L'Original, and Penetanguishene.

They were attended by 320 pupils. The whole amount expended for their maintenance was \$4,027.02. One teacher held a First Class, two teachers held a Second Class, four a Third Class, and one a Temporary Certificate.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:

1.—Receipts, Expenditure, Attendance, etc.

Year.	Schools open.	Receipts.			Expenditure..			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
		Teachers.	Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses.	Total expenditure.		
			\$	\$	\$	\$	\$	\$		\$
1867.....	103	159	15,605	54,562	139,579	94,820	*19,190	124,181	5,696	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	*31,360	210,005	7,968	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	*51,417	343,710	9,229	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	*19,361	343,720	12,348	27 56
1887.....	112	398	56,198	91,977	529,323	327,452	*73,061	495,612	17,459	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	*91,108	696,114	22,837	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	*46,627	715,976	24,390	29 35
1902.....	134	593	105,801	112,650	832,853	547,402	44,246	769,680	24,472	31 45
1904.....	138	661	116,758	120,799	960,867	620,710	50,512	877,087	27,709	31 65
1905.....	140	689	128,886	154,953	1,096,266	666,547	103,515	1,004,498	28,661	35 75

*Expenses for repairs, etc., included.

The expenditure per pupil of enrolled attendance in the High Schools increased from \$31.65 in 1904 to \$35.05 in 1905. The attendance is still on the increase, and when that at the Continuation Classes is considered, the increase in the number taking up secondary education is quite marked. 6.94 per cent. of the enrolled attendance of the Province is so engaged and about 20 per cent. of those who reach the Fourth Reader extend their course to the secondary schools.

Average cost per pupil (enrolled attendance) per year :

	1902.	1903.	1904.	1905.
Sites and buildings	\$1.81	\$1.89	\$1.82	\$3.61
Teachers' salaries	22.37	22.22	22.40	23.26
All other expenses	7.27	7.61	7.43	8.18
For all purposes	\$31.45	\$31.72	\$31.65	\$35.05

Average cost per pupil (average attendance) per year :

	1902.	1903.	1904.	1905.
Sites and buildings	\$3.07	\$3.18	\$3.02	\$5.89
Teachers' salaries	37.93	37.31	37.10	37.94
All other purposes	12.34	12.78	12.30	13.35
For all purposes	\$53.34	\$53.27	\$52.42	\$57.18

2.—Classification of Pupils, etc.

Year.	English.					Mathematics.				Science.			
	English Grammar.	English Composition.	Poetical Literature.	Geography.	Canadian History.	British History.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany
1867.....	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141	1,876	840	.....
1872.....	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174	1,921	1,151	.....
1877.....	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359	2,168	2,547	.....
1882.....	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397	2,880	2,522	.....
1887.....	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892.....	22,530	22,525	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897.....	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1902.....	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662	12,758	5,860	9,051
1904.....	25,019	27,298	*27,070	18,493	19,014	21,520	25,249	25,143	20,519	1,759	17,837	9,038	11,463
1905.....	25,399	27,667	*27,775	22,003	22,566	23,975	25,455	23,847	22,123	1,913	21,901	12,413	13,569

* English Literature. † History.

2.—Classification of Pupils, etc.—Continued.

Year.	Languages.				Drawing (Art).	Bookkeeping.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Who became school teachers.	Number of schools charging fees.	Number of free schools.
	Latin.	Greek.	French.	German.								
1867.....	5,171	802	2,164	.....	676	1,283	.....	.....	.....	.....	67	36
1872.....	3,860	900	2,828	341	2,176	3,127	486	300	213	.....	28	76
1877.....	4,955	871	3,091	442	2,755	3,621	555	328	564	.....	35	69
1882.....	4,591	815	5,363	962	3,441	5,642	881	646	751	.....	37	67
1887.....	5,409	997	6,180	1,350	14,295	14,064	1,141	882	791	.....	58	54
1892.....	9,006	1,070	10,398	2,796	16,980	16,700	1,111	1,006	398	1,527	77	51
1897.....	16,873	1,421	13,761	5,169	12,252	11,647	1,368	1,153	409	2,056	87	43
1902.....	18,884	631	13,595	3,280	10,721	11,334	1,573	743	705	1,238	82	52
1904.....	19,409	637	16,039	3,274	11,596	13,334	1,834	811	739	1,240	82	56
1905.....	19,409	603	16,430	3,366	13,641	13,152	1,949	859	861	1,305	83	57

The occupations of the parents of all pupils enrolled in the High Schools and Collegiate Institutes are shown below, as well as the percentage of the whole in each class of the Province deriving advantages from those secondary schools :

Classes.	No. in each Class.	Percentage.
Agricultural	8,386	29.20
Commercial	7,491	26.14
Mechanical	6,303	21.99
Professional	2,680	9.36
Laboring occupations	2,151	7.55
Other callings	1,650	5.76

The statistics in detail of the various Collegiate Institutes and High Schools in the Province will be found on pages 34 to 57 of this Report.

V. DEPARTMENTAL EXAMINATIONS, ETC.

1.—Table showing the Number of Teachers in Training at County Model Schools, Normal College, Provincial Normal Schools, etc., 1877-1905.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.							
	No. of Schools.	No. of teachers in training.	No. that passed final examination.	No. of teachers.	No. of students admitted.	Receipts from fees of Normal College]	No. of Normal School teachers.	No. of Normal School students admitted	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipt from fees of Normal Schools, Model Schools and Kindergarten pupils.	Expenditure, Normal and Model Schools.		
						\$ c.					\$ c.		\$ c.	
1877.....	50	1,146	1,124	.....	.....	.....	13	257	8	643	7,909 22	25,780 88		
1882.....	46	882	837	.....	.....	.....	16	260	15	799	13,783 50	44,888 02		
1887.....	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40,188 66		
1892.....	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12		
1897.....	60	1,645	1,384	12	180	4,374 00	13	407	23	832	18,797 59	46,390 91		
1897.....	60	1,171	1,138	15	132	2,405 00	16	619	31	958	20,735 00	56,672 98		
1902.....	54	1,122	1,097	17	166	2,775 00	*25	304	36	982	20,212 00	64,999 19		
1904.....	57	1,209	1,186	16	170	2,965 00	*27	306	36	1,023	21,794 00	67,091 63		

*Including those engaged in both a Normal and a Model School.

2.—Entrance Examinations, 1877-1906.

	No. of candidates examined.	No. of candidates who passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1902	18,087	13,300
1904	19,774	14,632
1905	20,295	13,431
1906	21,710	13,819

3.—Non-professional Teachers and Matriculation Examinations, 1906.

	District Certificate.	Part II, Junior Teachers.	Part I, Senior Teachers.	Part II, Senior Teachers.	Junior Matricula- tion, including Scholarship.	Commercial Specialist.	Art Specialist.
No. candidates	302	2,860	725	667	2,682	8	†10
No. who passed	134	1,540	425	406	*	3	4
No. of appeals	6	206	45	47	35		
No. sustained	1	59	14	16	7		

NOTE—(a) The Part I, Junior Leaving Examination was abolished in 1902.

(b) In Junior Matriculation column above, 144 scholarship candidates are included.

(c) The Commercial Diploma Part II. was abolished in 1904.

* Owing to changes in matriculations the number who passed is not known

† First examination held in 1906.

VI. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-nine years:

Year.	No. of Teachers' Institutes No. of Members. No. of Teachers in the Province.			Receipts.				Expenditure.			
				Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.		
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44		1,127 63		
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33		
1887	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50		
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46		
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84		
1902	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45		
1904	79	8,979	9,554	2,575 00	2,134 45	1,328 45	13,342 11	1,050 22	7,229 06		
1905	80	8,958	9,649	2,525 00	1,937 00	1,230 65	13,604 57	1,054 01	7,615 19		

See pages 62 to 64 for details for 1905.

VII. COMPARATIVE SCHOOL STATISTICS OF ONTARIO AND THE UNITED STATES.

These tables give statistics of the primary and secondary schools of the divisions, North Atlantic, South Atlantic, South Central, North Central, and Western of the United States, of that country as a whole, and of the Province of Ontario. The headings to the tables are explanatory of the figures given in each case.

1.—Percentage of the total population enrolled; Number attending daily for each 100 enrolled.

	Percentage of total population enrolled.	Number attending daily for each 100 enrolled.
United States.....	20.01	69.92
North Atlantic Division.....	17.08	74.56
South Atlantic Division.....	20.99	64.69
South Central Division.....	21.22	64.12
North Central Division.....	21.11	71.04
Western Division.....	21.31	71.66
Ontario.....	21.92	59.28

2.—Teachers' Salaries.

	Average monthly salaries of teachers:	
	Male.	Female.
	\$ c.	\$ c.
United States.....	*50.96	*41.54
North Atlantic Division.....	*67.55	*43.57
South Atlantic Division.....	*32.12	*29.51
South Central Division.....	*43.51	*35.77
North Central Division.....	54.54	42.30
Western Division.....	70.98	56.42
Ontario.....	†63.39	†35.64

*Average for those States reporting salaries. †Allowing 10 months to the school year.

3.—Number and sex of Teachers; Percentage of Male Teachers.

	Whole number of different teachers employed			Percentage of male teachers.				
	Male.	Female.	Total.	1870-71	1879-80	1889-90	1899-1900	1903-4
United States.....	113,744	841,498	455,242	41.0	42.8	34.5	29.9	25.0
North Atlantic Divis'n	17,283	95,873	113,156	26.2	28.8	20.0	18.4	15.3
South Atlantic Divis'n	18,332	34,191	52,523	63.8	62.5	49.1	40.7	34.9
South Central Division	28,654	40,149	68,803	67.5	67.2	57.5	47.4	41.7
North Central Division	43,678	148,606	192,284	43.2	41.7	32.4	28.3	22.7
Western Division.....	5,797	22,679	28,476	45.0	40.3	31.1	24.7	20.4
Ontario.....	2,478	8,137	10,615	1870-54.8	1880-50.5	1890-36.3	1900-30.4	1905-23.3

4.—The School revenue compared with the School population and the adult male population (21 years and upward); Percentage analysis of the School revenue.

	Amount raised for each person 5 to 18 years of age.	Amount raised per adult male.	Amount each adult male must contribute to provide \$1 for each person 5-18 years.	Per cent. of the whole revenue derived from—		
				State Taxes.	Local Taxes.	All other sources.
United States	\$ c. 12 12	\$ c. 12 35	\$ c. 1 02	15.25	69.22	15.53
North Atlantic Division...	20 46	16 79	82	12.47	69.72	17.81
South Atlantic Division...	4 48	5 96	1 33	33.17	52.48	14.35
South Central Division...	3 94	5 39	1 37	38.81	40.73	20.46
North Central Division...	13 68	13 47	98	8.49	78.05	13.46
Western Division	20 70	14 66	71	27.80	61.40	10.80
Ontario	11 33	12 41	1 10	*6.43	67.58	25.99

* Government grants.

5.—Expenditure per pupil (based on average attendance); Average daily expenditure per pupil; Percentage analysis of School expenditure.

	Expenditure per capita of average attendance.				Average daily expenditure per pupil.		Per cent. of total expenditure devoted to—		
	For sites, buildings, etc.	For salaries.	For all other purposes.	Total per pupil.	For salaries.	Total.	Sites, buildings, etc.	Salaries.	All other purposes.
	\$ c.	\$ c.	\$ c.	\$ c.	Cents.	Cents.			
United States	4 37	14 83	4 94	24 14	10.1	16.5	18.1	61.4	20.5
North Atlantic Division	8 32	20 53	7 90	36 75	11.6	20.8	22.6	55.9	21.5
South Atlantic “	1 20	7 81	1 56	10 57	6.7	9.0	11.3	73.9	14.8
South Central “	98	7 44	1 16	9 58	6.9	8.9	10.2	77.6	12.2
North Central “	4 05	16 07	5 58	25 70	10.3	16.4	15.8	62.5	21.7
Western “	7 01	21 12	7 53	35 66	14.3	24.1	19.7	59.2	21.1
Ontario	3 70	15 11	6 16	24 97	7.6	12.6	14.8	60.5	24.7

6.—Progress of School expenditure per capita of total population.

	Expended per capita of total population.				
	1870-71.	1879-80.	1889-90.	1899-1900.	1903-4.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
United States	1 75	1 56	2 24	2 84	3 36
North Atlantic Division	2 38	1 97	2 76	3 99	4 68
South Atlantic Division	63	68	99	1 24	1 44
South Central Division	73	55	97	1 08	1 30
North Central Division	2 14	2 03	2 81	3 27	3 85
Western Division	2 15	2 41	3 37	4 21	5 44
	1872—	1882—	1892—	1902—	1905—
Ontario	1 50	1 77	2 26	2 61	3 31

APPENDICES.

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS.

I.—Table A.—School Population, Attendance, etc.

Counties, (including incorporated villages, but not cities or towns) etc.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily at- tendance of pupils.	Percentage of average to total attendance.
1 Brant	3,773	9	3,025	1	3,035	1,576	1,459	1,725	57
2 Bruce	12,187	10	9,620	3	9,633	5,016	4,617	5,419	56
3 Carleton	8,691	16	6,504	1	6,521	3,469	3,052	3,262	50
4 Dufferin	4,889	11	4,217	...	4,228	2,278	1,950	1,884	44
5 Dundas	4,997	33	4,083	1	4,117	2,155	1,962	2,262	55
6 Durham	4,273	14	4,105	2	4,121	2,088	2,033	2,195	53
7 Elgin	6,782	14	5,462	...	5,476	2,847	2,629	3,168	58
8 Essex	10,031	12	6,086	2	6,100	3,132	2,968	3,314	54
9 Frontenac	6,564	40	5,432	2	5,474	2,885	2,589	2,251	41
10 Glengarry	4,924	11	3,837	...	3,848	1,992	1,856	1,836	47
11 Grey	14,534	60	11,723	3	11,786	6,102	5,684	5,993	51
12 Haldimand	4,859	16	3,490	1	3,507	1,827	1,680	2,150	61
13 Haliburton, N. E. Muskoka, S. Nipissing & E. Parry Sound	4,733	32	4,113	3	4,148	2,121	2,027	1,680	40
14 Halton	4,034	...	3,138	1	3,139	1,658	1,481	1,706	54
15 Hastings	10,865	18	8,557	...	8,575	4,377	4,198	4,429	52
16 Huron	13,826	5	9,265	5	9,275	4,833	4,442	5,668	61
17 Kent	9,218	23	7,575	...	7,598	3,948	3,650	3,935	52
18 Lambton	11,045	19	8,597	...	8,616	4,485	4,131	5,215	60
19 Lanark	5,533	12	3,998	1	4,011	2,031	1,980	2,354	59
20 Leeds and Grenville	9,859	31	8,441	...	8,472	4,280	4,192	4,457	53
21 Lennox and Addington	4,576	36	4,018	1	4,055	2,088	1,967	1,978	49
22 Lincoln	4,983	8	3,684	1	3,693	1,961	1,732	1,955	53
23 Middlesex	10,787	9	8,384	2	8,395	4,393	4,002	5,019	59
24 Norfolk	6,221	31	5,124	2	5,157	2,616	2,541	2,707	52
25 Northumberland	7,215	1	5,464	2	5,467	2,838	2,629	2,935	54
26 Ontario	7,646	7	6,384	1	6,392	3,325	3,067	3,475	54
27 Oxford	8,368	2	6,594	1	6,597	3,456	3,141	3,876	59
28 Peel	4,572	...	3,605	...	3,605	1,942	1,663	1,843	51
29 Perth	8,309	13	5,804	1	5,818	3,091	2,727	3,657	63
30 Peterborough	5,965	19	4,603	...	4,622	2,361	2,261	2,402	52
31 Prescott and Russell	13,299	19	5,059	2	5,080	2,610	2,470	2,494	49
32 Prince Edward	2,885	6	2,553	1	2,560	1,348	1,212	1,325	51
33 Renfrew	13,259	30	7,335	4	7,369	3,839	3,530	3,184	43
34 Simcoe and W. Muskoka	16,466	38	14,586	1	14,625	7,615	7,011	7,123	42
35 Stormont	4,779	13	3,624	...	3,637	1,912	1,725	1,856	51
36 Victoria and S. E. Muskoka	7,781	21	6,303	1	6,325	3,284	3,041	3,012	48
37 Waterloo	7,606	8	5,341	...	5,349	2,902	2,447	3,401	63
38 Welland	6,030	24	4,863	...	4,887	2,589	2,298	2,493	51
39 Wellington	10,882	17	7,384	3	7,404	3,956	3,448	4,370	59
40 Wentworth	6,054	1	4,558	...	4,559	2,347	2,212	2,518	55
41 York	14,144	19	11,215	...	11,234	6,053	5,181	5,991	53
42 Algoma and Manitoulin	6,883	40	5,734	9	5,780	2,959	2,821	2,696	47
43 Nipissing N., etc	3,959	13	2,895	1	2,909	1,486	1,423	1,440	49
44 Parry Sound W	4,714	22	3,656	2	3,680	1,876	1,804	1,603	43
45 Rainy River and Thunder Bay	2,165	...	1,867	...	1,867	975	892	889	48
46 Albany	120	3	10	...	13	6	7	12	92
Totals	345,285	786	261,912	61	262,759	136,928	125,831	139,207	53
Totals, incorporated villages	34,344	22	27,330	12	27,364	13,653	13,711	17,197	63
Totals, rural schools	310,941	764	234,582	49	235,395	123,275	112,120	122,100	52

THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Continued.

Cities.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Belleville.....	1,955		1,341		1,341	702	639	853	64
2 Brantford.....	3,866		2,682		2,682	1,351	1,331	1,941	72
3 Chatham.....	2,692		1,572		1,572	781	791	1,039	66
4 Guelph.....	3,197		1,668		1,668	815	853	1,238	74
5 Hamilton.....	14,675		8,213	1	8,214	4,186	4,028	5,924	72
6 Kingston.....	5,640		2,385		2,385	1,201	1,184	1,853	78
7 London.....	9,659		5,823		5,823	2,918	2,905	4,242	73
8 Niagara Falls.....	1,886		1,248		1,248	640	608	777	62
9 Ottawa.....	17,904	9	5,406	1	5,416	2,738	2,678	3,792	70
10 Peterborough.....	2,237		1,913		1,913	973	940	1,371	72
11 St. Catharines.....	2,440		1,419		1,419	683	736	980	69
12 St. Thomas.....	4,269		2,083		2,083	996	1,087	1,487	71
13 Stratford.....	2,752		1,554		1,554	829	725	1,114	71
14 Toronto.....	52,358	2	30,331	1	30,334	15,300	15,034	21,991	72
15 Windsor.....	4,020		1,930		1,930	982	948	1,339	69
16 Woodstock.....	1,846		1,569		1,569	759	810	1,102	70
Totals.....	131,396	11	71,137	3	71,151	35,854	35,297	51,043	72
Towns.									
1 Alexandria.....	686		70		70	36	34	40	57
2 Alliston.....	596		337	4	341	218	123	217	63
3 Almonte.....	874		370		370	182	188	263	71
4 Amherstburg.....	600		299		299	151	148	196	65
5 Arnprior.....	1,170		588		588	276	312	400	68
6 Aurora.....	465		357		357	177	180	235	66
7 Aylmer.....	450		386		386	172	214	262	68
8 Barrie.....	1,615		1,147		1,147	561	586	671	58
9 Berlin.....	2,834		1,616		1,616	815	801	1,208	75
10 Blenheim.....	473		417		417	218	199	284	68
11 Bothwell.....	251		210	1	211	108	103	146	69
12 Bowmanville.....	556		471		471	239	232	349	74
13 Bracebridge.....	1,000		700		700	317	383	348	50
14 Brampton.....	644		506		506	264	242	357	70
15 Brockville.....	2,448		1,254		1,254	585	669	872	69
16 Bruce Mines.....	255		244		244	111	133	148	61
17 Cache Bay.....	250		192		192	89	103	102	53
18 Carleton Place.....	1,057		824		824	396	428	609	74
19 Clinton.....	513		429		429	236	193	313	73
20 Cobourg.....	1,003		557		557	282	275	360	65
21 Collingwood.....	1,857		1,319		1,319	682	637	939	71
22 Copper Cliff.....	324		323		323	173	150	198	61
23 Cornwall.....	2,031		650		650	346	304	494	76
24 Deseronto.....	825		600	1	601	308	293	455	76
25 Dresden.....	475		407		407	195	212	265	65
26 Dundas.....	984		574		574	271	303	408	71
27 Dunnville.....	625		450		450	227	223	300	67
28 Durham.....	488		425		425	191	234	318	75
29 East Toronto.....	820		791		791	391	400	495	62
30 Essex.....	442		337		337	174	163	205	61
31 Forest.....	426		314		314	141	173	219	70
32 Fort Frances.....	324		177		177	76	101	85	48
33 Fort William.....	1,525		845		845	425	420	504	60

THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Continued.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
34 Galt.....	2,057	....	1,299	....	1,299	652	647	962	74
35 Gananoque.....	1,058	....	752	....	752	389	363	509	68
36 Goderich.....	981	....	571	....	571	272	299	395	69
37 Gore Bay.....	*391	....	307	1	308	131	177	185	60
38 Gravenhurst.....	677	....	615	....	615	318	297	378	61
39 Haileybury.....	200	....	170	....	170	70	100	66	39
40 Hanover.....	1,198	....	465	....	465	217	248	320	69
41 Harriston.....	365	....	326	....	326	150	176	220	67
42 Hawkesbury.....	1,488	....	167	....	167	91	76	96	57
43 Hespeler.....	503	....	481	....	481	245	236	336	70
44 Huntsville.....	630	....	579	....	579	290	289	363	63
45 Ingersoll.....	1,248	....	759	....	759	375	384	520	68
46 Kincardine.....	567	....	406	....	406	185	221	268	66
47 Kingsville.....	484	4	366	....	370	185	185	249	67
48 Kenora.....	1,650	....	884	....	884	445	439	568	64
49 Leamington.....	692	....	505	....	505	264	241	323	64
50 Lindsay.....	1,844	....	1,087	....	1,087	539	548	800	73
51 Listowel.....	817	....	481	....	481	255	226	318	66
52 Little Current.....	*340	....	294	....	294	139	155	154	52
53 Massey.....	250	....	150	....	150	82	68	70	47
54 Mattawa.....	450	....	86	....	86	48	38	40	46
55 Meaford.....	513	....	424	....	424	210	214	295	69
56 Midland.....	1,126	....	1,011	....	1,011	490	521	621	61
57 Milton.....	475	....	392	....	392	206	186	264	67
58 Mitchell.....	499	....	354	....	354	173	181	248	70
59 Mount Forest.....	584	....	426	....	426	223	203	289	68
60 Napanee.....	589	....	517	....	517	241	276	361	70
61 New Liskeard.....	308	....	353	1	354	188	166	142	40
62 Newmarket.....	633	....	434	....	434	218	216	305	70
63 Niagara.....	308	....	211	....	211	119	92	106	50
64 North Bay.....	1,227	....	647	....	647	327	320	437	67
65 North Toronto.....	701	....	585	....	585	279	306	318	54
66 Oakville.....	503	1	313	....	314	159	155	239	76
67 Orangeville.....	679	....	502	....	502	243	259	346	69
68 Orillia.....	1,552	....	921	2	923	472	451	622	67
69 Oshawa.....	1,313	....	861	....	861	417	444	557	65
70 Owen Sound.....	2,728	....	1,685	....	1,685	808	877	1,205	71
71 Palmerston.....	732	....	343	....	343	179	164	243	71
72 Paris.....	950	....	505	....	505	279	226	362	72
73 Parkhill.....	333	....	305	....	305	167	138	143	47
74 Parry Sound.....	*998	....	906	2	908	409	499	511	56
75 Pembroke.....	1,500	....	668	....	668	330	338	478	71
76† Penetanguishene.....	793	....	691	....	691	366	325	407	60
77 Perth.....	990	....	456	....	456	233	223	331	72
78 Petrolia.....	790	....	849	....	849	413	436	567	67
79 Picton.....	791	....	526	....	526	272	254	347	66
80 Port Arthur.....	2,200	....	826	....	826	409	417	520	63
81 Port Hope.....	1,200	....	793	....	793	385	408	583	73
82 Powassan.....	213	....	214	1	215	96	119	131	61
83 Prescott.....	824	....	428	....	428	200	228	280	65
84 Preston.....	580	....	387	....	387	180	207	289	75

* Estimated.

† Including Protestant Separate School.

THE PUBLIC SCHOOLS.—*Continued.*I.—Table A.—School Population, Attendance, etc.—*Concluded.*

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily at- tendance of pupils.	Percentage of average to total attendance.
85 Rainy River.....	295	....	237	....	237	125	112	111	47
86 Renfrew.....	1,047	....	462	....	462	244	218	293	63
87 Ridgetown.....	527	....	420	....	420	203	217	280	67
88 St. Mary's.....	779	....	531	....	531	275	256	381	72
89 Sandwich.....	497	....	179	....	179	87	92	102	57
90 Sarnia.....	2,230	....	1,566	....	1,566	761	805	1,071	68
91 Sault Ste. Marie....	1,618	....	1,250	....	1,250	627	623	804	64
92 Seaforth.....	559	....	320	....	320	170	150	224	70
93 Simcoe.....	656	....	493	....	493	243	250	314	64
94 Smith's Falls.....	1,100	....	1,033	....	1,033	502	531	669	65
95 Southampton.....	501	....	414	....	414	180	234	285	69
96 Stayner.....	306	....	290	....	290	160	130	197	68
97 Steelton.....	715	12	487	....	499	254	245	291	58
98 Strathroy.....	561	....	485	1	486	241	245	339	70
99 Sturgeon Falls.....	1,500	....	299	....	299	163	136	169	56
100 Sudbury.....	760	....	229	....	229	118	111	143	62
101 Thessalon.....	434	....	383	....	383	189	194	201	52
102 Thornbury.....	207	....	183	....	183	92	91	112	61
103 Thorold.....	584	....	408	....	408	197	211	214	52
104 Tillsonburg.....	689	....	435	....	435	228	207	317	73
105 Toronto Junction..	4,813	....	1,639	....	1,639	818	821	1,030	63
106 Trenton.....	973	....	548	....	548	267	281	365	67
107 Uxbridge.....	431	....	362	....	362	175	187	227	63
108 Vankleekhill.....	467	....	154	....	154	73	81	105	68
109 Walkerton.....	682	....	368	....	368	177	191	300	81
110 Walkerville.....	637	....	510	1	511	274	237	257	50
111 Wallaceburg.....	720	....	634	....	634	323	311	407	64
112 Waterloo.....	1,035	....	554	....	554	287	267	432	78
113 Welland.....	430	....	277	....	277	146	131	171	62
114 Whitby.....	683	....	380	....	380	202	178	246	65
115 Wiarton.....	*851	....	632	....	632	335	297	421	67
116 Wingham.....	646	....	597	....	597	270	327	397	66
Totals.....	101,351	17	63,228	15	63,260	31,472	31,788	41,827	66
Totals.									
1 Rural Schools.....	310,941	764	234,582	49	235,395	123,275	112,120	122,100	52
2 Cities.....	131,396	11	71,187	3	71,151	35,854	35,297	51,043	72
3 Towns.....	101,351	17	63,228	15	63,260	31,472	31,788	41,827	66
4 Villages.....	34,344	22	27,330	12	27,364	13,653	13,711	17,107	63
5 Grand totals, 1905....	578,032	814	396,277	79	397,170	204,254	192,916	232,077	58.43
6 Grand totals, 1904....	576,537	790	395,922	102	396,814	203,417	193,397	227,165	57.25
7 Increases.....	1,495	24	355	....	356	837	.....	4,912	1.18
8 Decreases.....	.....	.....	.....	23	.....	.....	481	.....	.....
9 Percentages.....	.....	.20	99.78	.02	.....	51.43	48.57	58.43	.....

* Estimated.

THE PUBLIC

II.—Table B.—Number of pupils in the

Counties (including incorporated villages, but not cities or towns, etc.)	Reading.						Art.	Geography.	Music.	Literature.	Composition.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.					
1 Brant.....	632	362	528	684	675	154	2,902	2,331	2,277	2,386	2,375
2 Bruce.....	2,275	1,262	1,939	1,984	1,738	435	7,508	6,758	4,998	7,870	7,117
3 Carleton.....	1,488	877	1,109	1,198	1,283	566	6,500	4,432	2,939	4,454	4,467
4 Dufferin.....	908	556	712	935	927	190	3,925	3,178	2,549	3,458	2,402
5 Dundas.....	941	513	994	699	769	201	3,885	3,520	2,843	3,546	3,404
6 Durham.....	717	613	973	850	805	163	3,882	2,058	1,918	3,224	2,935
7 Elgin.....	1,249	627	1,003	1,060	1,069	468	5,137	4,401	3,439	4,215	4,344
8 Essex.....	1,700	1,186	1,241	1,068	786	119	5,725	3,730	3,690	4,892	5,050
9 Frontenac.....	1,312	866	917	1,109	1,155	115	5,144	3,330	2,078	2,977	3,256
10 Glengarry.....	1,218	575	768	529	681	77	7,713	2,605	1,360	2,856	2,629
11 Grey.....	2,948	1,489	2,604	2,436	1,957	352	10,649	9,026	6,552	8,818	8,587
12 Haldimand.....	646	521	702	687	794	157	3,447	2,687	2,400	2,759	2,841
13 Haliburton, etc.....	1,177	823	792	697	534	125	3,571	2,305	323	2,921	1,558
14 Helton.....	748	436	520	613	678	144	3,119	2,378	1,776	2,452	2,411
15 Hastings.....	2,543	1,410	1,678	1,519	1,096	329	6,851	6,000	4,360	7,307	6,987
16 Huron.....	1,523	929	1,703	2,036	2,185	899	3,941	4,399	2,286	4,687	4,383
17 Kent.....	1,898	941	1,280	1,338	1,467	674	7,474	5,493	4,338	5,177	5,305
18 Lambton.....	2,167	1,291	1,456	1,569	1,687	446	7,607	5,772	5,347	6,488	7,151
19 Lanark.....	924	545	803	790	775	174	4,011	2,762	1,405	2,948	2,855
20 Leeds and Grenville.....	1,874	1,127	1,555	1,788	1,828	300	7,931	6,345	4,317	9,955	5,634
21 Lennox & Addington.....	1,009	513	695	793	875	170	3,497	2,683	1,574	2,614	2,618
22 Lincoln.....	840	442	625	828	864	94	2,572	2,696	2,119	2,781	2,566
23 Middlesex.....	1,634	1,134	1,490	1,829	1,816	492	8,279	6,812	6,226	7,245	7,246
24 Norfolk.....	1,101	643	1,087	975	1,131	220	5,017	4,141	3,361	4,210	4,347
25 Northumberland.....	1,258	642	1,161	1,150	1,078	178	3,704	3,830	2,330	4,302	4,359
26 Ontario.....	1,401	844	1,167	1,323	1,437	220	5,711	4,442	3,656	5,591	4,867
27 Oxford.....	1,305	881	1,119	1,301	1,467	494	5,324	4,619	3,144	5,071	4,803
28 Peel.....	763	533	568	849	772	120	3,007	2,629	1,099	3,066	2,922
29 Perth.....	1,065	631	1,075	1,563	1,255	229	5,433	4,461	4,862	5,703	4,081
30 Peterborough.....	1,119	700	869	926	876	132	3,726	3,382	1,663	3,440	3,348
31 Prescott and Russell.....	1,750	814	839	790	737	150	4,564	2,623	1,688	3,010	3,119
32 Prince Edward.....	547	293	418	440	664	198	2,435	1,921	1,148	1,900	1,870
33 Renfrew.....	2,027	1,286	1,331	1,413	1,074	288	6,180	4,000	1,162	220	314
34 Simcoe & W. Muskoka.....	3,819	2,157	2,735	2,863	2,753	798	11,084	10,156	8,378	10,497	9,499
35 Stormont.....	873	470	764	752	620	158	3,294	2,821	1,556	3,088	2,979
36 Victoria & S.E. Muskoka.....	1,408	824	1,301	1,336	1,186	270	5,485	4,739	2,674	5,151	4,831
37 Waterloo.....	1,066	680	1,297	1,308	825	183	4,319	3,695	3,478	4,243	3,849
38 Welland.....	1,097	716	866	956	1,008	244	4,842	3,222	2,984	3,542	3,254
39 Wellington.....	1,467	865	1,277	1,708	1,678	409	6,920	5,189	4,335	5,491	5,344
40 Wentworth.....	916	527	780	1,153	1,000	183	4,036	3,348	2,646	3,704	3,340
41 York.....	2,809	1,542	1,995	2,255	2,389	244	9,995	8,432	6,924	8,791	8,067
42 Algoma & Manitoulin.....	1,749	963	1,008	1,037	911	112	4,520	3,304	1,873	3,352	3,392
43 Nipissing, N., etc.....	1,061	592	482	461	300	13	2,791	1,147	282	1,370	1,210
44 Parry Sound, W.	1,092	515	633	752	565	123	2,116	2,162	1,036	2,465	2,330
45 Rainy River & Thun- der Bay.....	514	292	331	367	311	52	1,784	1,245	805	1,325	1,274
46 Albany.....	5	2	3	3	.....	.....	4	6	12	.....	8
Totals.....	62,103	36,400	49,193	52,720	50,481	11,862	227,556	181,216	132,209	190,732	182,558
Totals Incor. Villages.....	6,390	3,812	5,005	4,982	4,760	2,415	24,473	22,065	19,789	23,336	22,824
Totals Rural Schools ..	55,713	32,588	44,188	47,738	45,721	9,447	203,083	159,151	112,420	167,396	159,734
Cities.											
1 Belleville.....	303	219	276	303	240	.....	1,066	967	876	1,002	1,158
2 Brantford.....	708	368	394	718	434	60	2,682	1,921	2,447	2,682	2,682
3 Chatham.....	290	212	332	351	387	.....	1,572	1,380	1,572	1,572	1,572
4 Guelph.....	341	201	231	485	308	102	1,668	1,326	1,546	1,024	1,668
5 Hamilton.....	1,267	1,074	1,114	2,325	1,885	549	8,186	6,339	8,214	7,030	7,047
6 King-ston.....	512	277	299	662	635	.....	2,385	1,991	2,385	2,369	2,189
7 London.....	976	753	1,386	1,376	1,332	.....	5,823	5,823	5,823	5,823	5,798
8 Niagara Falls.....	407	135	222	238	246	.....	706	773	628	773	773
9 Ottawa.....	1,086	761	677	1,311	1,375	206	2,892	2,892	699	2,892	2,892
10 Peterborough.....	540	277	361	317	418	.....	1,913	1,096	442	1,096	1,913
11 St. Catharines.....	367	212	216	347	277	.....	1,052	1,052	.....	840	1,419
12 St. Thomas.....	611	258	367	434	433	.....	2,083	2,083	1,973	2,083	2,083
13 Stratford.....	310	243	226	429	346	.....	1,554	1,080	1,463	1,454	1,058
14 Toronto.....	5,817	3,580	6,714	6,317	6,982	974	29,360	29,573	30,207	27,339	28,519
15 Windsor.....	571	285	279	423	372	.....	1,930	1,930	1,930	1,930	1,930
16 Woodstock.....	399	221	238	362	349	.....	849	1,569	.....	1,569	849
Totals.....	14,505	9,009	13,332	16,398	16,019	1,891	65,721	61,795	60,195	61,478	63,550

SCHOOLS.—Continued.

various branches of instruction.

	Grammar.	English History.	Canadian History.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1	1,593	1,148	1,487	1,473	2,437	1,858	138	153	113	47	28	....	95	38	177	91	9
2	5,101	2,520	4,152	4,636	5,542	3,318	452	381	330	221	77	....	302	261	658	330	....
3	4,375	2,156	2,857	2,151	1,480	3,140	463	513	504	247	160	....	471	79	1,077	148	....
4	2,558	1,675	1,758	1,982	3,472	2,354	141	173	167	115	39	7	122	106	370	92	18
5	1,936	1,430	2,006	2,321	3,604	3,005	178	194	192	85	4	....	137	133	431	49	73
6	1,999	1,067	1,360	1,587	2,799	1,918	129	157	154	70	49	....	70	55	121	....	....
7	3,213	2,273	2,874	3,244	4,672	3,167	429	411	444	134	6	7	45	233	549	390	....
8	2,556	1,011	1,833	5,000	5,038	2,910	155	114	100	37	782	....	225	79	877	10	20
9	2,754	1,705	2,125	1,839	2,824	2,205	132	80	71	24	18	2	27	41	202	36	2
10	1,492	990	1,265	1,498	3,617	1,726	89	80	77	36	25	....	40	82	145	....	....
11	6,096	3,333	5,081	7,514	10,275	4,247	627	366	270	126	2	10	187	142	511	454	58
12	2,052	1,282	1,523	1,626	3,507	3,507	139	147	148	83	10	10	93	81	877	10	10
13	1,449	1,163	1,000	722	804	130	89	95	92	....	....	....	....	....	30	....	....
14	2,243	2,326	1,484	1,657	2,944	2,899	110	131	128	41	33	....	177	50	416	....	....
15	2,934	2,363	3,626	5,412	6,654	4,919	887	321	308	65	11	....	196	271	583	102	20
15	3,354	1,785	2,722	1,895	4,059	2,015	573	519	585	225	71	3	289	202	603	138	108
17	4,613	2,752	3,268	3,886	5,176	4,683	1,016	662	662	69	87	6	532	103	2,068	292	20
18	3,887	2,573	2,924	4,604	7,340	5,330	359	415	398	189	69	1	270	212	571	284	....
19	1,973	1,127	1,504	447	3,211	2,211	170	167	161	94	71	....	144	72	238	220	....
20	4,117	3,003	3,601	3,837	5,146	2,823	270	278	274	75	25	....	144	45	456	71	....
21	2,165	1,400	1,714	1,644	3,276	1,921	152	146	127	43	5	....	85	87	99	46	....
22	2,109	1,481	1,583	1,725	2,517	1,693	192	76	39	13	3	....	22	54	337	39	....
23	4,422	3,368	4,293	5,364	7,793	4,683	424	447	411	110	41	....	272	108	1,604	476	....
24	2,640	1,778	2,346	3,355	4,838	3,641	257	200	188	35	3	....	249	152	903	19	15
25	2,724	1,189	1,691	1,906	3,792	2,114	150	164	143	71	26	....	55	55	336	250	10
26	3,380	2,310	2,826	2,857	4,394	3,015	258	202	177	15	2	....	145	83	480	100	32
27	3,508	2,239	2,993	2,633	4,647	2,638	432	452	409	246	62	28	324	277	326	....	....
28	1,940	1,517	1,704	1,407	2,831	1,374	80	118	118	50	34	....	33	7	116	....	....
29	3,925	2,000	2,892	2,376	5,684	5,083	228	215	206	11	5	3	246	15	1,806	....	....
30	2,848	1,500	1,863	1,928	2,649	1,818	182	99	96	6	5	....	119	35	151	23	....
31	2,196	1,076	1,575	1,484	3,311	2,515	163	138	137	34	2,108	....	37	57	167	....	....
32	1,602	1,015	1,157	1,340	2,325	1,033	197	162	152	26	19	....	104	96	766	....	....
33	3,806	1,737	2,240	1,616	60	1,932	265	269	246	18	....	....	71	1	402	....	....
34	7,926	4,973	6,265	5,579	10,355	8,596	856	828	734	271	234	10	491	948	1,859	1	....
35	1,911	1,078	1,586	1,857	2,847	1,331	163	154	139	52	122	....	119	128	202	....	....
36	2,844	1,976	2,776	2,401	9,898	2,375	170	261	221	49	27	....	137	172	157	141	146
37	2,232	1,127	1,929	1,247	4,426	2,380	256	141	124	52	6	164	63	83	189	....	....
38	2,887	1,575	1,964	2,066	5,149	1,301	230	223	200	21	11	2	104	223	780	....	....
39	4,470	2,554	3,576	3,136	5,101	3,899	353	370	346	115	82	8	295	147	743	304	33
40	2,776	1,265	2,121	1,615	3,902	2,092	167	173	168	24	5	2	138	117	309	78	9
41	6,041	3,876	5,147	4,362	7,397	3,830	584	219	189	115	75	....	104	146	390	450	81
42	2,539	1,515	1,898	1,996	3,266	1,615	162	104	105	19	9	....	45	36	277	....	....
43	1,062	436	747	575	359	539	16	12	12	1	1,455	....	13	7	80	....	....
44	1,789	866	1,879	1,011	1,904	1,394	124	120	115	35	....	....	45	71	207	....	....
45	709	411	692	817	1,108	804	60	51	46	7	3	....	63	47	65	25	....
46	8	7	....	12	....	12	....	....	....	....	....	....	....	....	....	....	....
134,654		81,951	108,907	113,640	185,430	121,819	12,667	10,706	10,026	3,422	5,909	279	7,057	5,318	22,660	4,669	664
15,746		9,624	13,560	14,331	22,201	15,070	2,272	2,345	2,206	1,409	844	73	2,104	1,349	611	780	172
118,908		72,327	95,347	99,309	163,229	106,749	10,395	8,361	7,820	2,013	5,065	206	4,953	3,969	22,049	3,889	492
1	543	240	591	543	1,141	304	....	....	....	....	....	....	....	....	....	255	255
2	762	561	1,076	2,422	2,422	2,422	60	....	....	....	....	....	....	60	....	1,499	134
3	895	865	968	1,179	1,572	1,572	....	....	....	....	....	....	....	....	....	406	477
4	895	308	793	793	1,566	1,566	102	....	....	....	....	....	....	102	....	25	1,441
5	6,555	3,327	4,167	5,199	7,820	8,214	535	535	377	....	....	....	242	535	....	2,385	95
6	811	1,006	1,135	2,257	2,385	2,385	....	....	....	....	....	....	....	....	....	....	....
7	1,332	2,487	3,696	5,823	5,823	5,823	....	....	....	....	....	....	....	....	....	....	....
8	773	419	595	595	....	....	....	....	....	....	....	....	....	....	....	....	....
9	2,892	206	1,375	1,581	....	5,416	206	....	1,440	....	....	....	....	206	....	1,440	....
10	735	248	735	735	1,495	1,038	....	....	....	....	....	....	....	....	....	....	....
11	624	277	445	445	1,419	1,419	....	....	....	....	....	....	....	....	....	....	....
12	867	438	867	1,472	2,083	2,083	....	....	....	....	....	....	....	....	....	....	....
13	336	238	536	1,436	1,554	1,554	....	....	....	....	....	....	....	....	....	....	....
14	25,978	5,478	5,485	23,970	29,357	30,067	2,313	....	....	....	....	....	....	....	....	....	....
15	1,930	695	1,930	1,930	1,930	1,930	....	....	....	....	....	....	....	....	....	....	....
16	611	249	611	849	1,569	....	....	....	....	....	....	....	....	....	....	....	....
46,569		17,042	26,770	51,229	62,136	65,765	3,216	535	1,817	....	....	....	242	903	....	6,010	2,002

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Art.	Geography.	Music.	Literature.	Composition.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	rd Reader.	4th Reader.	5th Reader.					
1 Alexandria.....	19	6	9	18	18	.....	70	45	.....	45	98
2 Alliston.....	54	45	40	55	55	92	341	341	341	341	341
3 Allmonte.....	72	61	88	73	76	.....	370	370	.....	370	370
4 Amherstburg.....	58	55	62	49	46	29	299	187	299	204	299
5 Arnprior.....	163	131	135	96	63	.....	588	294	588	588	588
6 Aurora.....	93	76	60	59	69	.....	357	357	288	357	357
7 Aylmer.....	46	62	81	92	105	.....	386	386	173	386	386
8 Barrle.....	272	135	285	210	245	.....	1,147	1,147	1,091	875	875
9 Berlin.....	258	221	448	404	285	.....	1,616	1,137	1,616	1,616	1,616
10 Blenheim.....	97	56	65	85	48	66	411	282	311	282	282
11 Bothwell.....	33	16	25	27	33	77	185	178	.....	178	211
12 Bowmanville.....	107	52	97	106	109	.....	471	312	471	471	350
13 Bracebridge.....	210	91	148	67	184	.....	700	700	564	.....	490
14 Brampton.....	101	93	93	129	90	.....	506	506	506	506	506
15 Brockville.....	255	179	232	270	318	.....	1,254	1,254	1,254	1,254	1,254
16 Bruce Mines.....	52	28	49	31	35	49	232	164	80	200	192
17 Cache Bay.....	97	15	36	26	11	7	192	80	47	192	192
18 Carleton Place.....	218	154	150	167	135	.....	824	606	.....	606	606
19 Clinton.....	107	54	87	109	72	.....	429	343	429	343	343
20 Cobourg.....	129	54	106	121	147	.....	557	429	557	374	377
21 Collingwood.....	360	214	180	289	276	.....	1,319	1,319	1,319	1,319	1,319
22 Copper Cliff.....	146	52	49	43	18	15	323	323	323	323	323
23 Cornwall.....	227	96	97	129	101	.....	650	413	650	327	529
24 Deseronto.....	202	92	116	119	72	.....	384	356	489	492	492
25 Dresden.....	72	126	63	27	40	79	335	335	328	209	335
26 Dundas.....	148	119	59	107	141	.....	574	307	574	574	574
27 Dunnville.....	135	54	88	77	96	.....	450	261	354	193	261
28 Durham.....	79	75	51	54	54	112	352	318	313	358	271
29 East Toronto.....	256	104	138	132	161	.....	791	535	791	525	791
30 Essex.....	99	62	86	60	30	.....	337	176	.....	337	176
31 Forest.....	72	54	53	52	83	.....	314	188	314	188	291
32 Fort Frances.....	66	13	26	35	15	22	177	177	.....	177	177
33 Fort William.....	265	147	156	130	147	.....	845	845	845	845	845
34 Galt.....	360	.....	286	326	333	.....	1,299	998	629	1,299	1,299
35 Gananoque.....	207	118	161	128	138	.....	752	545	375	752	752
36 Goderich.....	82	77	149	170	93	.....	571	571	571	571	571
37 Gore Bay.....	56	36	38	73	58	47	247	217	.....	217	217
38 Gravenhurst.....	180	73	133	133	96	.....	615	357	366	357	417
39 Haileybury.....	65	31	26	35	13	.....	74	93	74	114	93
40 Hanover.....	129	59	119	68	46	44	465	336	421	465	465
41 Harriston.....	76	39	63	70	78	.....	326	250	250	326	260
42 Hawkesbury.....	47	15	26	42	37	.....	167	105	57	167	167
43 Hespler.....	73	131	62	140	50	25	481	481	.....	481	481
44 Huntsville.....	190	86	108	97	55	43	327	307	.....	435	361
45 Ingersoll.....	154	62	179	188	176	.....	759	759	759	759	759
46 Kincardine.....	106	47	100	70	83	.....	406	300	406	406	406
47 Kingsville.....	112	51	58	73	60	16	370	305	224	305	370
48 Kenora.....	323	129	158	132	142	.....	561	884	884	884	884
49 Leamington.....	134	69	84	142	76	.....	505	371	321	505	505
50 Lindsay.....	270	69	239	242	267	.....	1,087	748	1,087	1,087	1,087
51 Listowel.....	131	52	49	116	133	.....	481	350	239	350	481
52 Little Current.....	99	51	52	41	39	12	294	294	294	179	294
53 Massey.....	59	23	22	20	23	3	150	150	150	150	150
54 Mattawa.....	21	7	23	15	20	.....	86	58	51	58	58
55 Meaford.....	127	32	116	67	82	.....	424	424	424	424	424
56 Midland.....	320	208	200	164	119	.....	1,011	691	1,011	1,011	1,011
57 Milton.....	122	29	71	34	67	69	300	392	392	392	392
58 Mitchell.....	67	36	51	95	105	.....	354	251	354	251	287
59 Mount Forest.....	77	54	98	93	104	.....	426	376	426	295	376
60 Napanee.....	95	84	84	119	135	.....	517	517	517	517	517
61 New Liskeard.....	105	85	42	81	32	9	354	354	354	354	354
62 Newmarket.....	122	40	101	91	80	.....	434	297	434	434	434
63 Niagara.....	59	13	20	56	63	.....	211	152	59	139	152
64 North Bay.....	217	153	82	101	94	.....	647	456	647	647	647
65 North Toronto.....	195	101	90	89	98	12	585	272	414	428	436
66 Oakville.....	68	61	66	46	73	.....	314	314	314	170	314
67 Orangeville.....	109	69	107	102	115	.....	502	393	433	502	502
68 Orillia.....	248	141	159	163	169	43	689	672	782	676	872

SCHOOLS.—Continued.

various branches of instruction.—Continued.

	Grammar.	English History.	Canadian History	Physiology and Hygiene	Nature Study.	Physical Culture.	Bookkeeping.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1	36	36	36	36	70	70											
2	341	202	202	149	341	341	46	92	92	36	10		92	46	55		
3	207	76	110	76	370	370											
4	124	87	124	157	98		13	29	29	21	21	3	21	13			
5	159	63	159	588	588												
6	357	128	128	357	357	288											
7	327	105	197	105	386	281											
8	455	546	584	1,011	1,062	1,147											
9	285	82	285	1,616	1,616	1,616										82	68
10	224	114	191	158	311	258	60	66	66	41	32		66	60			
11	162	110	110	60	185		77	77	77	58		4	77				
12	215	109	215	471	471												
13	490	251	251	700		700											
14	219	90	219	247	448	448											
15	1,254	318	270	1,254	1,254	1,254											
16	115	84	115	35	195	129	25	49	49	49	9		49				
17	118	18	66	37	113	192	7	7	7				7	7	7		
18	302	90	212	135	824	824											
19	181	72	287	287	429	429										72	*316
20	377	201	268	374	557	159											
21	621	621	1,319	1,319	1,319	1,319	15	15	15				15	15	33		
22	125	76	76	76	323	323											
23	230	101	230	327	650												
24	151	151	191	205	601	293											
25	146	146	146	67	157		50	79	79	56	26		79	50			
26	307	141	248	307	574	574											
27	193	56	96	193	450	257											
28	263	166	220	184	382		39	112	112	58	50		112				
29	185	161	392	291	791	791											
30	111	30	90	278	337												
31	135	83	135	314	314		22	22	18	11	11		17	17			
32	72	37	50	50													
33	362	229	438	754	845	697											
34	480	293	603	1,040	1,299												
35	138	266	462	545	752	752											
36	263	93	263	571	571												
37	179	105	217	15	92	31	47	47	47	10	10		47	31			
38	178	178	229	209	615	119											
39	93	74	93	13	74	74											
40	336	90	158	277	421	438	26	43	44	41		42	44	26			
41	221	78	148	250	250	250											
42	79	37	79	79	167	167									25		
43	117	75	117	117	481		25	25	25								
44	233	98	195	264			43	43	43				30			76	100
45	365	176	365	759	759	406											
46	153	163	300	406	406	406							16	16			
47	207	76	207	354	370	370	16	16	16	18							
48	274	432	432	561	884	884											
49	218	76	218	505	505	505											
50	737	190	837	514	1,087	618											
51	298	189	217	189	481	481											
52	92	51	116	39	294	294	12	12	12	12			46		46		
53	150	46	46	46	150		3	3	3								
54	58	20	35	35			1	3	1								
55	149	82	149	424	424	424											
56	691	195	691	691	1,011					69	25	25		70		39	
57	170	136	170	392	380	392	50	69	69				30				
58	200	150	200	105	354	354											
59	197	104	197	376	426	426											
60	284	254	254	254	517	517							7	9	9		
61	164	78	249	354	354	354	9	9									
62	210	80	137	434	434	434											
63	139	63	80	139													
64	647	127	288	647	647	647											
65	426	176	223	130		585	12	12	12					12	12		
66	119	73	73	170	314												
67	172	217	393	393	502	502											
68	410	416	416	422	689	353	43										

*Sewing.

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Art.	Geography.	Music.	Literature.	Composition.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.					
69 Oshawa	216	135	164	211	135	.....	861	512	619	861	588
70 Owen Sound	296	241	405	362	381	.....	1,685	1,389	1,685	1,148	1,685
71 Palmerston	112	41	55	42	41	52	331	343	71	343	272
72 Paris	118	98	73	143	73	.....	805	505	.....	289	505
73 Parkhill	91	42	55	62	55	.....	305	214	305	305	305
74 Parry Sound	367	82	117	157	120	65	884	443	595	458	749
75 Pembroke	192	103	109	88	176	.....	.....	476	.....	668	668
76 *Penetanguishene	255	82	99	102	104	49	514	453	391	386	691
77 Perth	108	39	98	110	101	.....	456	309	456	309	456
78 Petrolia	264	141	120	194	130	.....	849	849	849	849	849
79 Picton	102	69	94	130	131	.....	526	526	526	526	526
80 Port Arthur	254	138	121	169	144	.....	826	434	826	826	826
81 Port Hope	193	137	153	155	155	.....	793	793	.....	793	793
82 Powassan	70	37	26	32	23	27	215	215	.....	108	108
83 Prescott	98	92	52	46	140	.....	428	428	428	428	428
84 Preston	110	41	93	84	59	.....	387	236	387	387	236
85 Rainy River	97	30	53	21	32	4	287	140	237	287	237
86 Renfrew	146	55	63	70	128	.....	462	316	290	316	384
87 Ridgetown	116	29	98	82	95	.....	420	420	325	420	420
88 St. Mary's	101	51	83	160	136	.....	531	396	197	82	461
89 Sandwich	59	34	26	32	28	.....	179	170	.....	100	170
90 Sarnia	506	213	258	298	291	.....	1,229	994	1,348	1,015	1,300
91 Sault Ste. Marie	295	216	257	292	190	.....	1,250	1,250	1,250	1,045	956
92 Seaforth	70	43	50	73	84	.....	320	320	113	320	207
93 Simcoe	120	74	119	63	117	.....	493	493	493	493	180
94 Smith's Falls	301	142	220	190	180	.....	1,033	1,033	1,033	1,033	1,033
95 Southampton	92	64	91	83	49	35	414	258	379	414	414
96 Stayner	70	48	40	52	40	40	290	290	290	290	290
97 Steelton	146	83	119	68	83	.....	315	346	282	310	352
98 Strathroy	112	44	112	108	110	.....	486	416	486	459	459
99 Sturgeon Falls	104	60	47	38	34	16	299	195	211	135	195
100 Sudbury	72	17	47	32	39	22	221	146	.....	157	197
101 Thessalon	107	79	50	70	52	25	383	197	383	147	147
102 Thornbury	40	27	29	36	35	16	183	133	96	127	127
103 Thorold	112	56	90	90	60	.....	408	334	147	240	240
104 Tillsonburg	81	53	88	74	139	.....	435	301	435	435	435
105 Toronto Junction	420	265	287	298	369	.....	1,639	954	1,639	1,639	1,219
106 Trenton	189	103	143	79	84	.....	548	306	465	306	394
107 Uxbridge	98	28	94	81	61	.....	362	236	362	362	362
108 Vankleek Hill	32	5	34	30	53	.....	154	154	101	117	154
109 Walkerton	76	75	63	72	82	.....	368	302	368	368	368
110 Walkerville	190	70	62	111	48	30	403	321	511	251	403
111 Wallaceburg	200	75	99	113	54	93	634	359	.....	359	359
112 Waterloo	130	31	177	96	120	.....	554	415	.....	267	522
113 Welland	64	46	49	49	69	.....	277	213	277	277	277
114 Whitby	68	57	68	80	107	.....	380	380	380	380	380
115 Wharton	133	118	159	145	77	.....	632	381	632	499	331
116 Wingham	97	64	122	105	69	140	.....	436	291	500	436
Totals	16,613	8,996	12,011	12,342	11,813	1,485	59,761	49,441	48,763	52,944	55,734
Totals:											
1 Rural Schools	55,713	32,588	44,188	47,738	45,721	9,447	203,083	159,151	112,420	167,396	159,734
2 Cities	14,505	9,006	13,332	16,398	16,019	1,891	65,721	61,795	60,195	61,478	63,550
3 Towns	16,613	8,996	12,011	12,342	11,813	1,485	59,761	49,441	48,763	52,944	55,734
4 Villages	6,390	3,812	5,005	4,982	4,760	2,415	24,473	22,065	19,789	23,336	22,824
5 Grand totals, 1905	93,221	54,402	74,536	81,460	78,313	15,238	353,038	292,452	241,167	305,154	301,842
6 Grand totals, 1904	91,183	56,391	75,745	81,585	76,528	15,382	382,746	290,618	234,072	.....	274,447
7 Increases	2,038	.....	.....	.....	1,785	.....	.....	1,834	7,095	.....	27,395
8 Decreases .....	.....	1,989	1,209	125	.....	144	29,708	.....	.....	.....	.....
9 Percentages	23.48	13.70	18.77	20.51	19.71	3.83	85.90	73.63	60.72	76.83	76.00

*Including Protestant Separate School.

SCHOOLS.—Continued.

various branches of instruction.—Concluded.

	Grammar.	English History.	Canadian History.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
69	461	135	135	135	861	1,685	1,685										
70	553	553	743	1,148	1,685	343											
71	272	193	138	138	305	305	40	52	52	52	52		302	40			
72	216	73	158	505	505	505											
73	172	117	117	117	305	305	42	65	65	40	10	6	64	42			
74	341	185	275	320	629	491											
75	373	176	284	176													
76	254	182	272	183	324	267	19	49	35	30	33	7	35	35	30		
77	211	101	144	101	456	456											
78	324	130	324	585	849	849											
79	261	261	355	526	526	526											
80	211	826	826	826	826	826											
81	310	463	463	793	793	793											
82	108	50	82	82	215		27	27	27				27				
83	140	186	238	428	428	428											
84	143	59	143	59	387												
85	140	36	57	32	237	36	4	4	4			1	4	4			
86	261	198	198	198	462	462	73										
87	275	177	177	304	420	145											
88	411	249	316	136													
89	170	60	60	93	179	179											
90	589	284	621	1,566	1,566	1,566											
91	780	362	758	1,035	1,110	1,041											
92	157	109	157	109	207	320											
93	180	117	180	493	493	493											
94	480	180	180	180	1,033	1,033											
95	167	84	167	132	414	414	35	35	35	14		14	35	35			
96	172	132	132	92	290	290	40	40	40	40	8		40	40	40		
97	286	139	350	381	304	223											
98	218	254	363	486	486	486											
99	88	50	88	72	85		16	16	16	12							
100	197	61	93	39			14	22	22	22	2		22	25			
101	147	77	147	77	383		25	25	25				25	25	77		
102	127	87	112	112	183	183	16	16	16	16			16	16			
103	240	83	150	240	212	147											
104	213	435	435	213	435	435											
105	667	667	954	1,639	1,639	1,639											
106	163	84	122	211	548	337											
107	236	61	142	142	362	362											
108	83	83	154	154	154	154	3										
109	154	154	302	302	368	368											
110	251	78	189	291	511	511	40	28	28	14				28			
111	359	260	260	54	340		51	93	90	35	20		93				
112	267	175	267	120	415												
113	167	69	118	118	277	277											
114	187	107	187	380	380	380											
115	222	77	222	632	632												
116	209	209	314	69	360		74	140	140	94	37		140				
	30,274	18,625	29,186	39,982	55,588	43,955	1,144	1,442	1,420	795	356	77	1,598	567	373	230	484
1	118,908	72,327	95,347	99,309	163,229	106,749	10,395	8,361	7,820	2,013	5,065	206	4,953	3,969	22,049	3,889	492
2	46,569	17,042	26,770	51,229	62,136	65,765	3,216	535	1,817				242	903		6,010	2,002
3	30,274	18,625	29,186	39,982	55,588	43,955	1,144	1,442	1,420	785	356	77	1,598	567	373	230	484
4	15,746	9,624	13,560	14,331	22,201	15,070	2,272	2,345	2,206	1,409	844	73	2,104	1,349	611	780	172
5	211,497	117,618	164,863	204,851	303,154	231,539	17,027	12,683	13,263	4,217	6,265	356	8,897	6,788	23,033	10,909	3,150
6	274,447	106,116	154,877	191,705		229,820	17,356	13,220	13,009				11,263		35,943		
7		11,502	9,986	13,146		1,719			254								
8	62,950						329	537					2,366		12,910		
9	53,25	29.61	41.51	51.58	76.33	58.80	4.29	3.19	3.34	1.06	1.58	.09	2.24	1.71	5.7	2.75	7.9

THE PUBLIC

III.—Table C.—Teachers,

Rural Schools.	Number of teachers.	Male.	Female.	Salaries.	
				Highest salary paid.	Average salary male teacher.
1 Brant	70	13	57	\$600	\$452
2 Bruce	181	51	130	600	402
3 Carleton	138	20	118	600	397
4 Dufferin	94	17	77	500	373
5 Dundas	84	28	56	700	360
6 Durham	108	23	85	525	385
7 Elgin	119	33	86	600	418
8 Essex	120	31	89	600	440
9 Frontenac	146	20	126	500	299
10 Glengarry	77	12	65	550	350
11 Grey	236	54	182	575	401
12 Haldimand	82	14	68	600	391
13 Haliburton, N.E. Muskoka, S. Nipissing and E. Parry Sound	126	16	110	530	373
14 Halton	59	14	45	525	403
15 Hastings	188	48	140	650	374
16 Huron	193	70	123	500	402
17 Kent	141	40	101	700	437
18 Lambton	176	35	141	600	402
19 Lanark	127	11	116	400	325
20 Leeds and Grenville	236	37	199	500	319
21 Lennox and Addington	118	15	103	500	306
22 Lincoln	65	23	42	500	411
23 Middlesex	192	49	143	550	413
24 Norfolk	105	27	78	550	369
25 Northumberland	107	38	69	600	397
26 Ontario	127	27	100	575	427
27 Oxford	131	47	84	700	451
28 Peel	81	21	60	500	393
29 Perth	119	41	78	550	432
30 Peterborough	101	27	74	500	353
31 Prescott and Russell	105	17	88	500	325
32 Prince Edward	79	19	60	625	398
33 Renfrew	152	18	134	485	349
34 Simcoe and W. Muskoka	285	88	197	675	421
35 Stormont	89	17	72	450	347
36 Victoria and S.E. Muskoka	140	24	116	550	403
37 Waterloo	102	39	63	580	424
38 Welland	87	13	74	600	413
39 Wellington	150	37	113	1,200	487
40 Wentworth	92	15	77	615	480
41 York	188	52	136	900	466
42 Algoma and Manitoulin	130	28	102	650	354
43 Nipissing N., etc	82	15	67	600	381
44 Parry Sound W.	113	16	97	450	357
45 Rainy River and Thunder Bay	53	20	33	1,000	442
1 Totals, Rural Schools	5,694	1,320	4,374	1,200	402
2 " Cities	1,335	194	1,141	1,600	1,003
3 " Towns	1,127	184	943	1,200	746
4 " Villages	523	141	382	950	592
5 Grand totals, 1905	8,679	1,839	6,840	1,600	514
6 " " 1904	8,610	1,957	6,653	1,600	485
7 Increases	69	.....	187	.....	29
8 Decreases .....	.....	118	.....	.....	.....
9 Percentages .....	.....	21.19	78.81	.....	.....

SCHOOLS.—Continued.

Salaries, Certificates, Experience, etc.

Salaries.		Number of University graduates.	Number of teachers who have attended Normal School or Normal College.	Certificates.			
Average salary female teacher.				Provincial First Class or Interim from Normal College.	Provincial Second Class or Interim from one of the Normal Schools.	Old County Board.	Third Class and re-newsals of Third Class.
1	\$350	.....	41	9	34	.....	27
2	328	.....	63	3	60	1	103
3	330	.....	72	10	62	.....	58
4	321	.....	26	2	24	.....	68
5	301	.....	24	1	23	1	57
6	327	.....	42	5	37	.....	66
7	329	.....	44	9	35	.....	75
8	342	1	36	3	34	3	60
9	250	1	22	1	21	.....	72
10	278	1	13	.....	13	.....	49
11	326	.....	70	8	61	2	141
12	320	1	31	3	29	.....	50
13	257	.....	.....	.....	7	1	23
14	339	.....	25	1	24	.....	34
15	303	.....	49	2	47	1	82
16	329	.....	70	4	67	.....	119
17	366	.....	66	5	60	.....	71
18	345	.....	80	4	76	.....	82
19	263	1	27	.....	27	1	84
20	268	.....	39	2	37	.....	176
21	263	1	21	3	18	1	70
22	303	.....	31	3	27	1	31
23	341	1	97	5	93	.....	92
24	322	.....	38	1	37	.....	56
25	310	.....	44	2	43	1	60
26	328	.....	48	.....	48	.....	77
27	340	.....	67	7	60	1	62
28	329	.....	36	1	35	.....	45
29	339	1	55	1	54	.....	64
30	289	.....	29	.....	29	.....	43
31	264	.....	9	.....	10	.....	41
32	305	1	20	2	19	.....	53
33	278	.....	11	1	10	.....	83
34	308	.....	49	3	55	1	175
35	293	.....	14	3	10	1	63
36	296	.....	35	1	34	.....	58
37	341	.....	46	3	44	1	50
38	316	1	34	5	25	2	51
39	346	1	69	6	63	.....	72
40	339	.....	57	16	41	.....	35
41	336	.....	117	5	113	2	68
42	321	1	19	1	18	2	18
43	284	.....	12	1	11	.....	10
44	257	.....	6	.....	6	.....	13
45	376	.....	13	1	12	.....	17
1	311	12	1,817	143	1,693	23	2,904
2	503	33	1,292	272	1,024	11	28
3	344	22	928	162	802	20	109
4	316	10	405	72	333	8	95
5	348	77	4,442	649	3,852	62	3,136
6	355	86	4,564	625	4,032	59	3,288
7	13	.....	.....	24	.....	3	.....
8	.....	9	122	.....	180	.....	152
9	.....	.88	51.18	7.48	44.38	.72	36.13

THE PUBLIC

III.—Table C.—Teachers,

Rural Schools.	Certificates.— <i>Con.</i>		Experience.		
	District.	Temporary.	Number of teachers who at end of year have taught less than 1 year.	No. who have taught 1 year but less than 2.	No. who have taught 2 years but less than 4.
1 Brant			6	10	21
2 Bruce		14	10	55	53
3 Carleton		8	13	21	39
4 Dufferin			2	18	41
5 Dundas	1	1	2	16	38
6 Durham			5	25	32
7 Elgin			3	31	46
8 Essex	7	13	13	30	31
9 Frontenac	10	42	10	45	47
10 Glengarry	5	10	3	21	18
11 Grey	4	20	14	47	88
12 Haldimand				16	30
13 Haliburton, N.E. Muskoka, S. Nipissing and E. Parry Sound	55	40	26	27	32
14 Halton			4	10	14
15 Hastings	25	31	21	29	58
16 Huron		3	11	46	70
17 Kent		5	15	28	37
18 Lambton	2	12	10	43	56
19 Lanark	1	14	3	22	35
20 Leeds and Grenville	12	9	8	58	86
21 Lennox and Addington	2	24	15	29	26
22 Lincoln	3		3	14	20
23 Middlesex		2	4	45	62
24 Norfolk	1	10	2	18	32
25 Northumberland		1	7	23	30
26 Ontario		2	13	20	30
27 Oxford		1	2	30	40
28 Peel			2	18	29
29 Perth			1	25	41
30 Peterborough	10	19	14	15	32
31 Prescott and Russell	49	5	9	26	23
32 Prince Edward		5	1	14	29
33 Renfrew	29	29	4	29	46
34. Simcoe and W. Muskoka	42	9	18	59	103
35 Stormont	8	4	1	20	30
36 Victoria and S.E. Muskoka	21	26	7	25	43
37 Waterloo	2	2	11	15	27
38 Welland	2	2	8	16	19
39 Wellington		9	11	25	43
40 Wentworth			5	20	19
41 York			7	38	39
42 Algoma and Manitoulin	46	45	23	28	32
43 Nipissing, N., etc	19	41	13	14	22
44 Parry Sound W.	49	45	21	21	34
45 Rainy River and Thunder Bay	7	16	3	10	14
1 Totals, Rural Schools	412	519	384	1,195	1,737
2 " Cities			37	64	97
3 " Towns	19	15	21	32	127
4 " Villages	11	4	16	35	101
5 Grand totals, 1905	442	538	458	1,326	2,062
6 " " 1904		360			
7 Increases		178			
8 Decreases					
9 Percentages	5.09	6.20	5.28	15.28	23.76

SCHOOLS.—Continued.

Salaries, Certificates, Experience, etc.—Concluded.

Experience.						
No. who have taught 4 years but less than 7.	No. who have taught 7 years but less than 12.	No. who have taught 12 years but less than 20.	No. who have taught 20 years and over.	Average experience in years of male teachers.	Average experience in years of female teachers.	Average experience in years of all teachers.
1 10	10	11	2	11	5	6
2 31	23	7	2	4	4	4
3 35	23	6	1	4	4	4
4 18	13	1	1	4	4	4
5 8	14	3	3	6	4	5
6 23	13	8	2	5	4	4
7 16	15	5	3	6	3	4
8 16	10	10	10	10	5	6
9 27	12	4	1	5	3	3
10 13	12	5	5	8	5	6
11 49	21	7	10	8	3	4
12 18	14	3	1	5	4	4
13 31	9	1		4	3	3
14 18	5	6	2	6	5	5
15 37	29	9	5	8	4	5
16 24	25	7	10	7	3	4
17 34	17	5	5	6	4	5
18 32	23	8	4	4	4	4
19 36	21	9	1	6	5	5
20 42	23	18	1	4	4	4
21 27	14	4	3	5	4	4
22 10	10	3	5	8	5	6
23 37	21	19	4	6	4	5
24 25	18	7	3	7	4	5
25 21	16	5	5	6	5	5
26 33	17	9	5	5	4	5
27 21	18	12	8	9	4	6
28 13	10	6	3	7	4	5
29 22	17	6	7	8	4	5
30 19	11	7	3	6	4	4
31 29	12	5	1	2	4	4
32 13	13	6	3	7	5	5
33 37	29	5	2	7	4	4
34 60	20	16	9	7	3	4
35 20	10	6	2	5	4	5
36 27	26	7	5	8	4	5
37 23	11	11	4	8	4	6
38 23	13	4	4	10	4	5
39 30	22	13	6	8	4	5
40 22	15	8	3	12	4	6
41 43	21	27	13	10	5	6
42 27	14	2	4	6	3	4
43 15	12	4	2	7	4	4
44 17	15	4	1	4	4	4
45 6	13	5	2	7	4	6
1 1,138	730	334	176	6.9	4.1	4.7
2 218	264	360	295	14.8	11.9	12.4
3 235	300	243	169	17.1	10.1	11.3
4 120	111	79	61	13.4	7.5	9.1
5 1,711	1,405	1,016	701	9.3	6.4	7.0
6 .....	.....	.....	.....	.....	.....	.....
7 .....	.....	.....	.....	.....	.....	.....
8 .....	.....	.....	.....	.....	.....	.....
9 19.71	16.19	11.71	8.07	.....	.....	.....

THE PUBLIC

IV.—Table D.—School

Totals.	School Houses.					School Visits.				
	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By Other Persons.	Total.
1 Rural Schools	5,214	2,271	491	2,218	234	10,207	5,833	3,105	16,878	36,023
2 Cities	179	158	17	4	.....	3,381	1,977	583	12,546	18,487
3 Towns	246	165	27	54	.....	1,916	1,980	373	3,162	7,431
4 Villages	154	126	12	16	.....	835	717	323	4,342	6,217
5 Grand Totals, 1905	5,793	2,720	547	2,292	234	16,339	10,507	4,384	36,928	68,158
6 Grand Totals, 1904	5,758	2,659	465	2,348	286	15,677	10,181	3,856	36,439	66,153
7 Increases	35	61	82	.....	.....	662	326	528	489	2,005
8 Decreases .....	.....	.....	.....	56	52	.....	.....	.....	.....	.....
9 Percentages .....	.....	46.95	9.44	39.57	4.04	23.97	15.42	6.43	54.18	.....

* In addition, there were set out 15,291 flowers and plants in the City of Toronto.

† To each school.

SCHOOLS.—Continued.

Houses, Prayers, etc.

Maps & Globes.		Examinations. Prizes.		Lectures.			Number of trees planted on Arbor Day.	Number of Schools using authorized Scripture readings.	Number of Schools opened or closed with prayer.	Number of Schools using the Bible.	Number of Schools inpart- ing religious instruction.
Number of Maps.	Number of Globes.	Number of Schools holding public examinations.	Number of Schools distributing prizes or merit cards.	By Inspector.	By Other Persons.	Total.					
44,664	4,479	1,987	639	654	104	758	5,947	2,864	5,003	2,325	1,247
6,542	284	105	114	9	50	59	*6	48	176	164	5
2,747	327	69	19	98	68	166	37	101	236	148	22
1,823	119	52	22	66	79	145	187	80	139	67	26
55,776	5,209	2,213	794	827	301	1,128	6,177	3,093	5,554	2,704	1,300
55,897	5,498	2,324	724	947	354	1,301	5,552	3,211	5,384	2,537	1,039
.....	.....	.....	70	.....	.....	.....	625	.....	170	167	261
121	289	111	.....	120	53	173	.....	118	.....	.....	.....
†9.63	†.9	38.37	13.7	73.32	26.68	.....	.....	53.4	95.53	46.67	22.44

THE PUBLIC

V.—Table E.—

Counties (including incorporated villages, but not cities or towns), etc.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant	2,334 97	30,070 50	22,969 99	55,375 46
2 Bruce	7,570 30	94,124 47	51,192 37	152,887 14
3 Carleton	5,397 17	69,423 38	22,002 05	96,822 60
4 Dufferin	3,207 23	45,978 60	23,697 91	72,883 74
5 Dundas	3,407 72	42,269 60	12,113 71	57,791 03
6 Durham	3,075 50	47,190 56	22,796 95	73,063 01
7 Elgin	5,144 82	56,166 10	34,286 13	95,597 05
8 Essex	4,258 90	54,551 77	25,345 10	84,155 77
9 Frontenac	4,435 00	42,404 76	15,683 51	62,523 27
10 Glengarry	2,702 50	27,744 15	15,181 36	45,628 01
11 Grey	7,976 06	106,476 63	58,002 75	172,455 44
12 Haldimand	3,086 59	38,595 00	19,413 70	61,095 29
13 Haliburton, etc.	11,949 15	26,947 50	13,693 03	52,589 68
14 Halton	2,811 41	28,773 92	17,737 28	49,322 61
15 Hastings	8,358 02	79,395 23	28,786 18	116,539 43
16 Huron	8,264 16	94,181 64	44,822 62	147,268 42
17 Kent	6,514 25	69,362 75	47,135 13	123,012 13
18 Lambton	7,308 03	90,511 97	37,351 12	135,171 12
19 Lanark	4,115 00	39,051 75	15,457 11	58,623 86
20 Leeds and Grenville ..	7,342 19	90,309 51	35,697 45	133,349 15
21 Lennox and Addington ..	3,579 94	35,982 51	15,866 76	55,429 21
22 Lincoln	3,085 72	38,779 52	31,891 70	73,756 94
23 Middlesex	7,099 06	91,261 81	44,916 47	143,277 34
24 Norfolk	3,791 68	45,714 67	29,400 27	78,906 62
25 Northumberland	4,080 00	51,615 04	23,069 75	78,764 79
26 Ontario	5,603 75	59,225 24	26,257 64	91,086 63
27 Oxford	5,040 80	65,246 42	49,038 72	119,325 94
28 Peel	2,834 60	37,393 92	19,724 52	59,953 04
29 Perth	4,351 00	56,878 08	24,407 23	85,636 31
30 Peterborough	4,354 61	39,446 23	13,428 04	57,228 88
31 Prescott and Russell ..	3,737 23	38,484 84	16,162 02	58,384 09
32 Prince Edward	2,373 50	29,645 30	15,839 21	47,858 01
33 Renfrew	7,003 82	52,580 99	17,676 23	77,261 04
34 Simcoe and W. Muskoka ..	15,854 78	118,997 94	65,340 19	200,192 91
35 Stormont	2,955 17	32,439 04	7,088 10	42,482 31
36 Victoria and S. E. Muskoka ..	8,458 11	56,121 53	19,090 53	83,670 17
37 Waterloo	4,179 61	53,770 10	57,862 63	115,812 34
38 Welland	3,324 00	37,708 28	22,352 52	63,384 80
39 Wellington	6,541 27	82,272 40	56,509 35	145,323 02
40 Wentworth	3,724 90	42,484 48	34,091 87	80,301 25
41 York	7,724 95	107,293 77	77,831 64	192,850 36
42 Algoma and Manitoulin ..	15,064 00	41,102 77	24,989 32	81,156 09
43 Nipissing, N., etc.	8,815 00	23,088 25	8,704 55	40,607 80
44 Parry Sound, W.	10,804 50	24,809 38	8,451 91	44,065 79
45 Rainy River and Thunder Bay..	5,865 00	24,161 44	6,890 85	36,917 29
46 Albany and Moose Fort	200 00	.....	.....	200 00
Totals	259,705 97	2,460,033 74	1,280,247 47	3,999,987 18
Totals Incorporated Villages...	20,545 83	248,565 68	133,638 25	402,749 76
Totals Rural Schools	239,160 14	2,211,468 06	1,146,609 22	3,597,237 42

SCHOOLS.—Continued.

Financial Statement.

Expenditure.					
Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes & school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances,
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 25,923 86	555 78	688 18	9,706 65	36,874 47	18,500 99
2 75,308 23	12,582 47	1,379 57	26,659 85	115,930 12	36,957 02
3 50,106 11	14,866 71	1,399 01	19,318 51	85,690 34	11,132 26
4 34,313 31	6,663 92	1,797 24	15,254 47	58,028 94	14,854 80
5 35,136 92	1,948 14	450 68	10,756 77	48,292 51	9,498 52
6 38,606 45	5,361 27	287 97	12,162 47	56,418 16	16,644 85
7 45,804 34	2,249 47	1,150 99	18,342 27	67,547 07	28,049 98
8 41,763 06	3,648 13	618 41	16,610 32	62,639 92	21,515 85
9 35,591 30	2,105 71	700 91	10,043 50	48,441 42	14,081 85
10 24,553 90	5,544 66	145 43	6,875 09	37,119 08	8,508 93
11 83,826 72	22,605 40	2,385 29	32,838 11	141,655 52	30,799 92
12 32,020 47	1,559 71	138 54	9,874 05	43,592 77	17,502 52
13 30,060 32	4,715 65	671 51	8,632 80	44,080 28	8,509 40
14 27,373 85	921 55	566 63	10,492 99	39,355 02	9,967 59
15 64,414 99	9,311 73	2,896 40	17,973 49	94,596 61	21,942 82
16 79,808 01	10,654 00	1,200 94	25,878 81	117,541 76	29,726 66
17 55,658 47	3,036 61	1,164 97	17,788 06	77,648 11	45,364 02
18 73,064 39	4,680 74	1,685 86	24,210 13	103,641 12	31,530 00
19 35,405 29	1,372 53	303 52	7,732 42	44,813 76	13,810 10
20 74,019 47	12,545 43	1,979 28	21,279 87	109,824 05	23,525 10
21 32,418 78	1,455 63	527 30	8,812 47	43,214 18	12,215 03
22 29,050 55	15,965 21	951 52	10,697 29	56,664 57	17,092 37
23 73,259 61	2,398 10	1,188 21	26,385 74	103,231 66	40,045 68
24 39,784 40	724 73	444 85	9,961 09	50,915 07	27,991 55
25 42,237 78	1,670 64	936 42	14,721 81	59,566 65	19,198 14
26 49,520 10	1,570 22	953 34	19,496 53	71,540 19	19,546 44
27 82,731 33	7,235 20	1,030 09	19,019 23	110,015 85	9,310 09
28 30,781 02	2,564 62	503 86	14,045 88	47,895 38	12,057 66
29 45,641 44	2,401 38	814 44	16,728 24	65,585 50	20,050 81
30 34,312 20	2,713 41	1,156 33	9,045 15	47,227 09	10,001 79
31 32,063 22	3,807 41	691 36	10,227 28	46,789 27	11,594 82
32 26,482 30	4,644 13	306 91	7,474 78	38,908 12	8,949 89
33 44,248 66	6,216 44	1,259 34	12,351 29	64,075 73	13,185 31
34 101,280 21	18,416 20	3,267 63	31,401 26	154,365 30	45,827 61
35 27,226 53	4,001 55	161 95	5,961 58	37,351 61	5,130 70
36 48,289 23	3,205 02	1,170 33	16,168 55	68,833 13	14,837 04
37 44,505 59	8,321 14	445 74	15,689 89	68,962 36	46,849 98
38 34,808 03	1,530 98	561 14	9,283 75	46,183 90	17,200 90
39 67,055 06	12,926 89	2,574 04	28,058 48	110,614 47	34,708 55
40 35,255 57	5,424 96	749 08	12,588 52	54,018 13	26,283 12
41 78,936 59	19,933 98	2,366 21	39,833 53	141,070 31	51,780 05
42 37,747 26	9,488 67	1,150 49	15,978 48	64,364 90	16,791 19
43 19,726 45	5,838 60	840 21	7,936 36	34,341 62	6,266 18
44 26,752 71	2,401 37	420 91	8,722 29	38,297 28	5,768 51
45 19,154 63	5,023 14	698 90	6,946 92	31,823 59	5,093 70
46 200 00	.....	.....	.....	200 00	.....
2,066,228 71	276,809 23	46,781 93	699,967 02	3,089,786 89	910,200 29
201,877 25	62,411 22	4,561 09	76,355 16	345,204 72	57,545 04
1,864,351 46	214,398 01	42,220 84	623,611 86	2,744,582 17	852,655 25

THE PUBLIC

V.—Table E.—

Cities.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Belleville	880 00	12,101 74	594 92	13,576 66
2 Brantford	2,626 99	40,825 00	3,936 49	47,388 48
3 Chatham	1,321 62	27,247 74	1,048 31	29,617 67
4 Guelph	2,114 73	23,946 25	625 10	26,686 08
5 Hamilton	*7,698 13	126,943 57	18,758 21	153,399 91
6 Kingston	2,270 72	28,686 00	2,024 93	32,981 65
7 London	†6,947 35	103,994 12	652 63	111,594 10
8 Niagara Falls	824 00	11,400 00	879 49	13,103 49
9 Ottawa	*5,856 44	207,426 00	7,982 28	221,264 72
10 Peterborough	1,448 03	24,000 00	8,092 40	33,540 43
11 St. Catharines	1,199 00	15,873 00	237 24	17,309 24
12 St. Thomas	1,657 00	24,943 82	344 02	26,944 84
13 Stratford	*1,891 94	18,500 00	19,519 08	39,911 02
14 Toronto	*31,850 15	731,836 50	17,211 02	780,897 67
15 Windsor	1,544 00	26,808 92	2,601 73	30,954 65
16 Woodstock	1,365 00	15,250 00	2,196 36	18,811 36
Totals	71,495 10	1,439,782 66	86,704 21	1,597,981 97
Towns.				
1 Alexandria	62 00	1,041 90	815 32	1,919 22
2 Alliston	356 00	4,950 00	627 97	5,933 97
3 Almonte	262 00	4,117 02	1,240 05	5,619 07
4 Amherstburg	223 00	3,066 82	946 53	4,236 35
5 Arnprior	277 00	4,079 00	2,703 39	7,059 39
6 Aurora	203 00	2,500 00	762 11	3,465 11
7 Aylmer	282 69	4,657 00	2,918 32	7,858 01
8 Barrie	819 00	12,111 36	2,428 37	15,358 73
9 Berlin	1,417 67	21,932 01	98 97	23,448 65
10 Blenheim	282 00	4,114 63	461 07	4,857 70
11 Bothwell	197 00	955 00	846 12	1,998 12
12 Bowmanville	340 00	4,600 00	180 40	5,120 40
13 Bracebridge	1,445 00	6,550 00	781 01	8,776 01
14 Brampton	505 00	5,200 00	384 38	6,089 38
15 Brockville	1,395 00	15,600 00	639 18	17,634 18
16 Bruce Mines	298 00	1,968 00	14 24	2,280 24
17 Cache Bay	75 00	145 76	2,068 20	2,288 96
18 Carleton Place	490 00	5,050 00	775 60	6,315 60
19 Clinton	422 00	3,200 00	458 51	4,080 51
20 Cobourg	392 14	6,640 00	585 95	7,618 09
21 Collingwood	821 00	14,600 00	429 19	15,850 19
22 Copper Cliff	366 00	3,981 45	979 61	5,327 06
23 Cornwall	754 60	6,150 00	976 90	7,881 50
24 Deseronto	418 00	5,837 36	477 65	6,733 01
25 Dresden	422 00	3,150 00	385 05	3,957 05
26 Dundas	343 00	5,300 00	143 69	5,786 69
27 Dunnville	264 00	3,800 00	9,652 84	13,716 84
28 Durham	611 00	3,419 25	1,587 38	5,617 63
29 East Toronto	377 00	6,759 97	222 77	7,359 74
30 Essex	172 00	1 95	6,573 27	6,747 22

* Grant for Technical Education included.

† Including grant to Normal School.

SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.

Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, & school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 9,203 62	.....	.....	3,791 02	12,994 64	582 02
2 22,880 78	4,535 93	2,269 33	17,702 44	47,388 48	.....
3 14,265 29	6,779 07	.....	7,798 56	28,842 92	774 75
4 16,664 03	.....	252 61	9,769 44	26,686 08	.....
5 81,688 33	9,320 47	6,708 38	54,852 73	152,569 91	830 00
6 21,190 38	.....	1,547 62	9,526 32	32,264 32	717 33
7 72,994 70	5,083 81	172 00	31,371 97	109,622 48	1,971 62
8 8,027 25	250 00	76 15	4,432 59	12,785 99	317 50
9 84,377 99	75,789 59	5,000 21	36,917 42	202,085 21	19,179 51
10 18,515 88	13 95	2,565 50	12,445 10	33,540 43	.....
11 10,520 40	200 00	433 59	5,410 22	16,564 21	745 03
12 19,391 67	.....	.....	6,214 59	25,606 26	1,338 58
13 14,558 00	15,812 47	1,849 81	7,690 74	39,911 02	.....
14 451,428 00	138,680 87	5,517 91	176,816 98	772,443 76	8,453 91
15 20,724 50	309 64	190 54	8,343 02	29,567 70	1,386 95
16 12,833 40	.....	1,127 58	4,311 98	18,272 96	538 40
879,264 22	256,775 80	27,711 23	397,395 12	1,561,146 37	36,835 60
1 817 50	22 35	.....	866 55	1,706 40	212 82
2 2,759 90	2,000 00	.....	856 28	5,616 18	317 79
3 3,670 95	.....	.....	1,641 38	5,312 33	306 74
4 3,025 00	114 56	.....	1,059 77	4,199 33	37 02
5 3,931 08	.....	.....	1,113 98	5,045 06	2,014 33
6 2,391 65	.....	.....	958 99	3,350 64	114 47
7 3,284 00	866 63	93 93	3,148 94	7,393 50	464 51
8 9,420 20	1,290 15	184 13	3,327 21	14,221 69	1,137 04
9 15,593 93	106 94	1,136 59	6,570 32	23,407 78	40 87
10 3,036 96	353 63	84 00	1,076 32	4,550 91	306 79
11 1,683 79	.....	26 51	287 82	1,998 12	.....
12 3,750 00	.....	.....	1,370 40	5,120 40	.....
13 4,933 00	.....	14 85	3,798 44	8,746 29	29 72
14 4,160 85	211 33	82 79	1,068 94	5,523 91	565 47
15 10,033 67	280 00	.....	6,305 49	16,619 16	1,015 02
16 1,650 00	.....	.....	584 78	2,234 78	45 46
17 757 64	.....	.....	1,531 32	2,288 96	.....
18 4,412 20	.....	.....	1,862 77	6,274 97	40 63
19 2,980 81	.....	7 50	932 51	3,920 82	159 69
20 4,647 50	.....	.....	2,970 59	7,618 09	.....
21 9,832 07	.....	367 92	4,959 49	15,159 48	690 71
22 2,931 55	13 95	88 00	1,675 42	4,708 92	618 14
23 5,530 16	.....	321 93	2,029 41	7,881 50	.....
24 5,022 62	.....	.....	1,563 78	6,586 40	146 61
25 3,077 05	.....	99 33	723 61	3,899 99	57 06
26 4,430 80	.....	.....	1,142 40	5,573 20	213 49
27 2,679 00	8,508 40	1,424 95	999 36	13,611 71	105 13
28 3,891 60	.....	83 33	1,642 70	5,617 63	.....
29 5,075 00	.....	55 52	1,794 69	6,925 21	434 53
30 2,365 91	3,117 25	.....	1,023 27	6,506 43	240 79

THE PUBLIC

V.—Table E.—

Towns.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	c.	\$ c.
31 Forest	342 00	2,500 00	879 74	3,721 74
32 Fort Frances	151 00	2,381 50	81 16	2,613 66
33 Fort William	594 00	13,800 00	12,000 00	26,394 00
34 Galt	981 69	26,000 00	197 04	27,178 73
35 Gananoque	610 00	6,934 60	235 60	7,780 20
36 Goderich	573 00	6,665 73	290 75	7,529 48
37 Gore Bay	587 00	4,315 80	242 32	5,145 12
38 Gravenhurst	269 00	4,660 00		4,929 00
39 Haileybury	60 00	875 00	699 00	1,634 00
40 Hanover	332 00	3,800 00	7,690 45	11,822 45
41 Harriston	210 00	2,640 00	287 94	3,137 94
42 Hawkesbury	64 00	2,800 00	836 59	3,700 59
43 Hespeler	297 14	5,107 38	71 65	5,476 17
44 Huntsville	465 00	12,000 00	741 24	13,206 24
45 Ingersoll	696 75	7,513 83	413 17	8,623 75
46 Kincardine	444 00	3,370 00	483 01	4,297 01
47 Kingsville	219 00	3,527 40	243 35	3,989 75
48 Kenora	440 00	9,000 00	1,221 49	10,661 49
49 Leamington	316 00	4,318 00	521 68	5,155 68
50 Lindsay	788 00	11,162 03	1,221 84	13,171 87
51 Listowel	313 01	4,909 00	481 07	5,703 08
52 Little Current	170 00	1,843 00	731 46	2,744 46
53 Massey	70 00	950 14	78 48	1,098 62
54 Mattawa	25 00	1,000 00	65 39	1,090 39
55 Meaford	426 00	4,074 00	220 00	4,720 00
56 Midland	459 00	7,716 00	418 49	8,593 49
57 Milton	524 00	2,391 27	1,080 30	3,995 57
58 Mitchell	229 00	2,771 00	89 95	3,089 95
59 Mount Forest	418 00	3,654 00	765 27	4,837 27
60 Napanee	495 00	4,950 00	943 64	6,388 64
61 New Liskeard	144 00	1,500 00	10,055 20	11,699 20
62 Newmarket	411 00	4,575 00	309 03	5,295 03
63 Niagara	177 00	2,000 11	250 89	2,428 00
64 North Bay	271 00	6,789 00	6,500 12	13,560 12
65 North Toronto	285 00	5,934 72	126 67	6,346 39
66 Oakville	189 00	3,080 00	46 39	3,315 39
67 Orangeville	441 00	5,955 00	86 79	6,482 79
68 Orillia	488 00	9,800 00	6,543 39	16,831 39
69 Oshawa	518 00	7,100 00	506 60	8,124 60
70 Owen Sound	1,282 37	14,851 00	2,249 39	18,382 76
71 Palmerston	422 00	3,600 00	247 54	4,269 54
72 Paris	380 00	5,300 00	40 36	5,720 36
73 Parkhill	137 00	1,738 00	386 82	2,261 82
74 Parry Sound	1,032 00	6,730 50	337 22	8,099 72
75 Pembroke	357 00	6,082 23		6,439 23
76 *Penetanguishene	324 00	4,403 38	304 45	5,031 83
77 Perth	449 00	4,292 49	276 18	5,017 67
78 Petrolea	456 00	9,000 00	158 11	9,614 11
79 Picton	551 59	5,650 00	4,271 84	10,473 43
80 Port Arthur	869 00	13,278 24	1,316 40	15,463 64
81 Port Hope	648 00	7,000 00	552 90	8,200 90

* Including Protestant Separate School.

SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.

Teachers' salaries.		Sites and building school houses.		Libraries, maps, apparatus, prizes and school books.		Rent and repairs, fuel and other expenses.		Total expenditure for all Public School purposes.		Balances.	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
31	2,665 00					703 89		3,368 89		352 85	
32	1,760 00			96 24		472 68		2,328 92		284 74	
33	6,103 60	12,000 00		418 26		7,789 35		26,311 21		82 79	
34	11,746 11	10,414 45		32 28		4,985 89		27,178 73			
35	5,181 81			30 93		2,457 17		7,669 91		110 29	
36	4,461 54	1,129 60		157 66		1,780 68		7,529 48			
37	2,028 75	1,887 19		91 48		631 30		4,638 72		506 40	
38	3,589 74	96 74		88 99		1,085 48		4,860 95		68 05	
39	787 65	6 05				808 37		1,602 07		31 93	
40	2,887 45	6,354 50		194 66		2,187 48		11,624 09		198 36	
41	2,030 00					840 32		2,870 32		267 62	
42	1,339 92	500 00				978 85		2,818 77		881 82	
43	3,626 51					1,617 41		5,243 92		232 25	
44	3,394 27	8,832 68		579 60		227 05		13,033 60		172 64	
45	5,729 50			345 88		2,245 74		8,321 12		302 63	
46	3,149 00					1,144 33		4,293 33		3 68	
47	2,870 90			31 25		1,010 31		3,912 46		77 29	
48	7,089 85	717 63				2,741 34		10,548 82		112 67	
49	3,236 75	938 63		15 25		922 51		5,113 14		42 54	
50	9,630 77					3,541 10		13,171 87			
51	3,217 66			12 76		2,472 66		5,703 08			
52	1,336 00			78 60		634 34		2,048 94		695 52	
53	820 00	36 69				198 12		1,054 81		43 81	
54	819 00					271 39		1,090 39			
55	3,962 09					750 39		4,712 48		7 52	
56	6,037 86			47 53		2,427 07		8,512 46		81 03	
57	3,035 55					473 90		3,509 45		486 12	
58	2,675 10	24 68		26 29		280 99		3,007 06		82 89	
59	3,404 50					1,253 95		4,658 45		178 82	
60	4,489 92			8 80		1,622 43		6,121 15		267 49	
61	1,628 06	7,578 27		14 02		971 42		10,191 77		1,507 43	
62	2,979 00			16 10		1,361 30		4,356 40		938 63	
63	1,300 00			20 00		941 47		2,261 47		166 53	
64	3,519 70	5,202 50		244 82		2,661 30		11,628 32		4,931 80	
65	3,953 17	460 43		222 82		1,519 92		6,156 34		190 65	
66	2,275 00	67 00		184 52		582 14		3,108 46		206 93	
67	4,100 41			7 94		2,344 95		6,453 30		29 49	
68	6,994 45	1 10		55 50		2,783 93		9,834 98		6,996 41	
69	5,403 98	980 20		51 30		1,689 12		8,124 60			
70	13,043 00			17 05		4,848 31		17,908 36		474 40	
71	2,985 00			250 81		935 07		4,170 88		98 66	
72	3,976 50			19 95		1,608 44		5,604 89		115 47	
73	1,590 36					352 03		1,942 39		319 43	
74	5,534 00	47 91		40 00		2,057 57		7,679 48		420 24	
75	3,924 67	1,223 66		69 55		1,023 10		6,240 98		198 25	
76	3,528 67	270 35				1,024 17		4,823 19		208 64	
77	3,637 00					1,262 84		4,899 84		117 83	
78	5,503 35					2,846 64		8,349 99		1,264 12	
79	4,147 36	10 55		4 04		2,896 07		7,058 02		3,415 41	
80	7,159 62	5,598 96		595 45		2,109 61		15,463 64			
81	6,402 06			12 25		1,786 59		8,200 90			

THE PUBLIC

V.—Table E.—

Towns.— <i>Concluded</i>	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
82 Powassan.....	162 40	1,200 00	734 35	2,096 75
83 Prescott.....	444 00	3,775 00	338 63	4,557 63
84 Preston.....	274 24	4,000 00	382 80	4,657 04
85 Rainy River.....	171 00	3,500 00	25,261 52	28,932 52
86 Renfrew.....	385 00	4,815 41	2,065 16	7,265 57
87 Ridgetown.....	279 00	3,856 35	39 43	4,174 78
88 St. Mary's.....	418 00	5,572 90		5,990 90
89 Sandwich.....	98 00	1,500 00	207 70	1,805 70
90 Sarnia.....	1,050 00	18,930 61	295 82	20,276 43
91 Sault Ste. Marie.....	1,034 00	13,675 00	273 13	14,982 13
92 Seaforth.....	211 00	3,000 00	540 92	3,751 92
93 Simcoe.....	534 62	4,134 46	635 09	5,304 17
94 Smith's Falls.....	720 00	9,786 99	113 33	10,620 32
95 Southampton.....	302 00	3,700 00	158 20	4,160 20
96 Stayner.....	338 00	2,762 00	204 61	3,304 61
97 Steelton.....	126 00	6,899 87	21,857 36	28,883 23
98 Strathroy.....	518 00	4,748 00	116 30	5,382 30
99 Sturgeon Falls.....	133 00	1,687 00	3,030 46	4,850 46
100 Sudbury.....	315 00	1,550 00	15,875 41	17,740 41
101 Thessalon.....	238 00	2,400 00	6 80	2,644 80
102 Thornbury.....	127 00	1,897 73	75	2,025 48
103 Thorold.....	175 00	3,250 00	41 23	3,466 23
104 Tillsonburg.....	275 01	5,212 60	13 76	5,501 37
105 Toronto Junction.....	1,258 31	27,072 00	1,039 25	29,369 56
106 Trenton.....	371 00	4,335 00	405 45	5,111 45
107 Uxbridge.....	188 00	2,993 34	38 55	3,219 89
108 Vankleek Hill.....	239 00	1,806 00	865 44	2,910 44
109 Walkerton.....	411 00	4,149 34	192 72	4,753 06
110 Walkerville.....	304 00	7,800 00	50,972 48	59,076 48
111 Wallaceburg.....	509 03	5,723 39	385 04	6,617 43
112 Waterloo.....	402 82	6,643 08	140 17	7,186 07
113 Welland.....	380 88	2,700 00	2,170 01	5,250 89
114 Whitby.....	398 00	4,550 00	128 56	5,076 56
115 Warton.....	314 00	4,006 00	245 51	4,565 51
116 Wingham.....	465 00	4,456 51	377 37	5,298 88
Totals.....	49,261 93	649,856 41	238,115 71	937,234 05
Totals.				
1 Rural Schools.....	239,160 14	2,211,468 06	1,146,609 22	3,597,237 42
2 Cities.....	71,495 10	1,439,782 66	86,704 21	1,597,981 97
3 Towns.....	49,261 93	649,856 41	238,115 71	937,234 05
4 Incorp. Villages.....	20,545 83	248,565 68	133,638 25	402,749 76
5 Grand Totals, 1905.....	380,463 00	4,549,672 81	1,605,067 39	6,535,203 20
6 " 1904.....	372,311 95	4,125,072 99	1,413,551 26	5,910,936 20
7 Increases.....	8,151 05	424,599 82	191,516 13	624,267 00
8 Decreases.....				
9 Percentages.....	5.82.	69.62	24.56	

Cost per pupil, enrolled attendance : Rural Schools, \$11.66 ;

SCHOOLS.—*Concluded.*Financial Statement.—*Concluded.*

Expenditure.

Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes & school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
82 1,355 70	44 50	23 40	657 60	2,081 20	15 55
83 3,312 00	162 00	41 85	1,039 01	4,554 86	2 77
84 3,310 00	.....	.....	1,304 55	4,614 55	42 49
85 2,080 20	17,582 79	.....	2,295 75	21,958 74	6,973 78
86 3,982 00	26 40	.....	3,257 17	7,265 57	.....
87 3,019 49	.....	81 50	1,044 36	4,145 35	29 43
88 4,054 68	.....	.....	1,774 47	5,829 15	161 75
89 1,025 00	.....	.....	589 21	1,614 21	191 49
90 10,655 40	5,193 75	107 48	3,562 97	19,519 60	756 83
91 9,476 15	175 00	234 45	4,606 76	14,492 36	489 77
92 2,537 50	.....	7 80	1,150 00	3,695 30	56 62
93 4,613 00	2 79	89 90	598 48	5,304 17	.....
94 7,464 65	.....	.....	3,155 67	10,620 32	.....
95 3,214 85	.....	.....	736 15	3,951 00	209 20
96 2,193 70	578 09	8 00	360 89	3,140 68	163 93
97 3,009 40	23,771 98	60 13	1,820 54	28,662 05	221 18
98 3,995 50	.....	44 96	1,211 70	5,252 16	130 14
99 2,110 00	39 50	184 20	2,516 76	4,850 46	.....
100 2,067 70	15,095 01	130 23	447 47	17,740 41	.....
101 1,910 00	.....	.....	462 49	2,372 49	272 31
102 1,500 00	.....	.....	510 37	2,010 37	15 11
103 2,480 52	.....	16 99	930 70	3,428 21	38 02
104 3,409 00	.....	41 00	1,102 38	4,552 38	948 99
105 15,012 15	2,879 96	.....	11,337 56	29,229 67	139 89
106 3,638 03	23 45	50 00	1,270 41	4,981 89	129 56
107 2,575 00	.....	.....	574 57	3,149 57	70 32
108 2,035 00	.....	.....	772 09	2,807 09	103 35
109 3,681 78	.....	9 60	987 19	4,678 57	74 49
110 5,156 38	35,055 84	327 62	1,693 17	42,233 01	16,843 47
111 4,474 94	.....	.....	2,002 66	6,477 60	139 83
112 5,474 87	.....	106 07	1,451 43	7,032 37	153 70
113 2,374 50	193 14	.....	922 73	3,490 37	1,760 52
114 3,835 00	.....	65 55	937 86	4,838 41	238 15
115 3,522 31	86 78	.....	815 57	4,424 66	140 85
116 3,805 88	.....	74 27	1,353 28	5,233 43	65 45
476,830 83	182,175 94	9,858 66	204,303 38	873,168 81	64,065 24
1 1,864,351 46	214,398 01	42,220 84	623,611 86	2,744,582 17	852,655 25
2 879,264 22	256,775 80	27,711 23	397,395 12	1,561,146 37	36,835 60
3 476,830 83	182,175 94	9,858 66	204,303 38	873,168 81	64,065 24
4 201,877 25	62,411 22	4,561 09	76,355 16	345,204 72	57,545 04
5 3,422,323 76	715,760 97	84,351 82	1,301,665 52	5,524,102 07	1,011,101 13
6 3,246,574 25	442,864 79	80,350 50	1,183,392 84	4,953,182 38	957,753 82
7 175,749 51	272,896 18	4,001 32	118,272 68	570,919 69	53,347 31
8 .....	.....	.....	.....	.....	.....
9 61.95	12.96	1.53	23.56	.....	.....

Cities, \$21.94 ; Towns, \$13.80 ; Villages, \$12.61 ; Province, \$13.91.

ROMAN CATHOLIC

I.—Table F.—Financial

Counties, (including incorporated villages, but not cities or towns), etc.	Number of schools.	Receipts.					Teachers' salaries.
		Legislative grants.	Municipal grants and assessments.	Balances, subscribed and other sources.	Total amount received.		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 Bruce	7	461 00	5,336 30	1,367 02	7,164 32	3,890 06	
2 Carleton	16	1,033 00	9,945 43	2,176 53	13,154 96	6,128 32	
3 Essex	26	1,408 68	14,191 02	3,600 23	19,199 93	10,967 85	
4 Frontenac	12	450 00	3,418 24	767 85	4,636 09	2,823 00	
5 Grey	7	250 62	2,314 17	1,093 68	3,658 47	2,095 30	
6 Hastings	8	232 00	2,389 33	1,216 97	3,838 30	1,856 27	
7 Huron	9	300 26	4,639 58	4,493 90	9,433 74	3,104 51	
8 Kent	9	344 64	4,520 92	1,941 78	6,807 34	3,538 25	
9 Lambton	2	58 00	782 00	151 34	991 34	657 50	
10 Lanark	3	173 00	702 32	81 94	957 26	742 50	
11 Leeds and Grenville	5	219 00	1,839 06	317 42	2,375 48	1,250 88	
12 Lennox and Addington	2	99 00	631 16	71 16	801 32	568 46	
13 Lincoln	2	76 00	1,033 88	255 74	1,365 62	800 00	
14 Middlesex	6	153 26	2,084 90	566 54	2,804 70	1,765 70	
15 Norfolk	1	55 00	573 53	365 98	994 51	365 00	
16 Northumberland	6	326 08	2,224 99	1,080 72	3,631 79	1,921 04	
17 Ontario	1	70 00	321 80	1,036 83	1,428 63	734 57	
18 Peel	1	47 00	226 10	6 98	280 08	250 00	
19 Perth	7	244 00	3,477 21	648 92	4,370 13	2,583 21	
20 Peterborough	1	24 20	313 20	81 79	419 19	260 00	
21 Prescott and Russell	75	2,813 00	27,565 52	13,315 10	43,693 62	21,509 79	
22 Renfrew	12	1,051 00	4,278 60	2,747 26	8,076 86	3,312 91	
23 Simcoe	2	168 00	1,199 31	224 61	1,591 92	1,125 00	
24 Stormont, Dundas and Glengarry	13	764 00	5,437 45	1,408 75	7,610 20	4,959 47	
25 Victoria	1	35 00	502 05	251 00	788 05	337 50	
26 Waterloo	7	361 00	5,074 71	6,619 79	12,055 50	2,965 51	
27 Wellington	8	230 00	3,693 23	1,039 25	4,962 48	2,621 50	
28 York	2	55 00	392 33	535 53	982 86	525 00	
29 Districts	28	2,598 00	8,062 96	4,645 85	15,306 81	7,217 91	
Totals	279	14,099 74	117,171 30	52,110 46	183,381 50	90,877 01	
Totals, Incorporated Villages	21	1,257 00	17,603 39	5,333 70	24,194 09	11,216 77	
Totals, Rural Schools	258	12,842 74	99,567 91	46,776 76	159,187 41	79,660 24	
Cities.							
1 Belleville	3	232 00	1,918 22	215 89	2,366 11	1,360 00	
2 Brantford	2	253 00	2,014 67	1,613 83	3,881 50	1,354 16	
3 Chatham	1	211 00	2,610 01	275 60	3,096 61	1,399 92	
4 Guelph	3	278 00	3,290 45	80 27	3,648 72	1,425 00	
5 Hamilton	8	1,135 00	14,013 44	1,568 38	16,716 82	7,926 00	
6 Kingston	3	471 00	6,315 36	5,592 14	12,378 50	4,186 95	
7 London	7	670 00	9,090 06	136 34	9,896 40	4,066 67	
8 Niagara Falls	1	108 00	1,278 25	203 02	1,589 27	600 00	
9 Ottawa	25	3,924 00	66,300 00	140,444 14	210,668 14	41,122 66	
10 Peterborough	3	509 00	6,169 40	.....	6,678 40	4,064 40
11 St. Catharines	3	265 00	4,101 50	200 00	4,566 50	2,040 00	
12 St. Thomas	1	167 00	2,262 86	80 00	2,509 86	1,000 00	
13 Stratford	1	258 00	2,622 51	354 80	3,235 31	1,366 68	
14 Toronto	22	3,870 00	52,853 80	11,088 34	67,812 14	23,700 00	
15 Windsor	2	501 00	7,245 64	8 00	7,754 64	5,960 00	
16 Woodstock	1	66 00	560 00	330 00	956 00	650 00	
Totals	86	12,918 00	182,646 17	162,190 75	357,754 92	102,222 44	

SEPARATE SCHOOLS.

Statement, Teachers, Etc.

Expenditure.				Teachers.					
Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female (in addition members of Religious Orders received free residence).
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.				\$	\$
1 185 50	115 70	1,239 18	5,430 44	1,733 88	15	4	11	397	211
2 1,997 27	129 89	2,607 59	10,863 07	2,291 89	31	1	30	370	211
3 1,678 23	242 71	4,161 12	17,069 91	2,130 02	38	6	32	410	280
4 333 73	163 37	785 63	4,105 73	530 36	12	1	11	250	250
5 16 93	57 33	605 15	2,774 71	883 76	7	7	7	296	296
6 773 32	44 20	441 20	3,114 99	723 31	8	8	8	269	269
7 3,950 28	191 70	786 86	8,033 35	1,400 39	10	10	10	309	309
8 525 22	41 00	1,064 03	5,168 50	1,638 84	12	4	8	418	256
9 84 00		128 50	870 00	121 34	2	2	2	300	300
10 4 97	7 02	67 93	822 42	134 84	3	3	3	247	247
11 118 90	70	814 30	2,184 78	190 70	7	7	7	227	227
12 104 60	10 00	64 26	747 32	54 00	2	2	2	312	312
13 328 00	6 00	194 32	1,328 32	37 30	4	4	4	200	200
14 80 26	3 00	494 41	2,343 37	461 33	6	6	6	302	302
15		92 65	457 65	536 86	1	1	1	365	365
16 223 85	109 46	845 84	3,100 19	531 60	7	7	7	273	273
17 512 76		60 20	1,307 53	121 10	2	1	1	450	265
18		23 00	273 00	7 08	1	1	1	250	250
19 398 30	35 18	720 41	3,737 10	633 03	8	8	8	322	322
20 51 58	12 45	40 88	364 91	54 28	1	1	1	260	260
21 4,850 43	732 77	6,823 84	33,916 83	9,776 79	98	11	87	275	230
22 503 70	39 00	543 92	4,399 53	3,677 33	15	15	15	235	235
23 6 50	30 73	355 70	1,517 93	73 99	4	1	3	450	225
24 793 90	26 63	889 56	6,669 56	940 64	18	1	17	300	272
25 8 75		317 11	663 36	124 69	1	1	1	375	375
26 5,134 67	4 67	1,206 05	9,310 90	2,744 60	12	12	12	252	252
27 299 47	107 25	1,054 75	4,082 97	879 51	10	10	10	262	262
28 74 00	125 96	168 23	893 19	89 67	2	2	2	212	212
29 2,716 51	282 72	2,873 73	13,091 02	2,215 79	30	4	26	331	255
25,755 63	2,519 44	29,490 50	148,642 58	34,738 92	367	34	333	350	250
2,833 52	251 25	4,465 36	18,766 90	5,427 19	54	54	54	218	218
22,922 11	2,268 19	25,025 14	129,875 68	29,311 73	313	34	279	350	256
1 72 38		717 56	2,149 89	216 22	6	1	5	600	200
2 653 44		1,668 20	3,675 80	205 70	6	6	6	225	225
3 520 45	131 42	1,608 74	3,060 53	36 08	7	7	7	200	200
4 926 48	160 14	836 53	3,348 15	300 57	8	8	8	212	212
5 3,641 32	1,204 35	3,511 53	16,283 20	433 62	36	36	36	200	200
6 1,896 08	2,468 24	1,444 29	9,995 56	2,382 94	13	1	12	700	281
7 1,210 67	222 35	4,153 06	9,652 75	243 65	21	21	21	200	200
8 114 00	80 00	270 01	1,014 01	575 26	3	3	3	200	200
9 142,623 52	3,788 73	22,669 07	210,403 98	264 16	126	38	88	394	257
10 91 40		1,865 14	6,020 94	657 46	15	1	14	650	310
11 1,238 88		1,220 18	4,499 03	67 47	9	1	8	600	180
12 79 00		1,416 56	2,495 56	14 30	5	5	5	200	200
13 623 25	88 73	1,141 58	3,220 24	15 07	7	7	7	200	200
14 14,967 48	1,838 17	27,306 49	67,812 14		104	26	78	323	200
15 845 00	25 34	924 30	7,754 64		15	15	15	382	382
16		306 00	956 00		2	2	2	325	325
169,703 27	9,957 47	70,459 24	352,342 42	5,412 50	383	68	315	381	225

ROMAN CATHOLIC

I.—Table F.—Financial

Towns.	Number of Schools.	Receipts.					Teachers' salaries.
		Legislative grants.	Municipal grants and assessments.	Balances, subscribed and other sources.	Total amount received.		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria.....	2	201 00	3,075 26	375 25	3,651 51	1,875 00	
2 Almonte.....	1	87 00	1,093 38	182 66	1,363 04	891 00	
3 Amherstburg.....	3	239 00	1,033 64	1,782 41	3,055 05	1,166 67	
4 Arnprior.....	2	166 00	2,438 65	666 82	3,271 47	1,470 00	
5 Barrie.....	1	107 00	2,020 40	904 44	3,031 84	900 00	
6 Berlin.....	1	310 00	4,306 33	385 30	5,001 63	2,000 00	
7 Brockville.....	1	255 00	2,415 00	655 96	3,325 96	1,818 00	
8 Cobourg.....	1	142 00	1,000 00	116 50	1,258 50	900 00	
9 Cornwall.....	3	399 00	4,827 91	2,576 83	7,803 74	4,246 50	
10 Dundas.....	1	72 00	785 83	380 95	1,238 78	600 00	
11 Fort Frances.....	1	7 00	707 00	2,107 00	2,821 00	514 00	
12 Fort William.....	1	185 00	1,730 08		1,915 08	850 00	
13 Galt.....	1	61 00	583 60	336 79	981 39	325 00	
14 Goderich.....	1	61 00	611 60	5 97	678 57	425 00	
15 Hawkesbury.....	2	490 00	4,000 00	2,635 93	7,125 93	2,620 00	
16 Ingersoll.....	1	53 00	833 11	55 44	941 55	575 00	
17 Kenora.....	2	110 00	1,974 00	603 81	2,687 81	1,499 00	
18 Lindsay.....	2	214 00	2,599 20	75 58	2,888 78	2,300 00	
19 Massey.....	1	36 00	467 00	2,654 51	3,157 51	250 00	
20 Mattawa.....	1	200 00	2,864 40	138 84	3,203 24	1,582 85	
21 Newmarket.....	1	29 00	298 42	226 24	553 66	300 00	
22 North Bay.....	1	165 00	2,515 00	17,018 26	19,698 26	1,660 76	
23 Oakville.....	1	20 00	291 34	27 00	338 34	275 00	
24 Orillia.....	1	134 00	1,739 81	1,704 33	3,578 14	1,200 00	
25 Oshawa.....	1	54 00	423 57	103 37	580 94	419 00	
26 Owen Sound.....	1	67 00	1,297 74	1,274 60	2,639 34	500 00	
27 Paris.....	1	41 00	469 08	480 58	990 66	400 00	
28 Parkhill.....	1	31 00	357 74	16 38	405 12	340 00	
29 Pembroke.....	1	293 00	3,274 56	593 95	4,161 51	2,693 00	
30 Perth.....	1	142 00	1,135 59	130 75	1,408 34	800 00	
31 Picton.....	1	33 00	553 51	540 00	1,126 51	450 00	
32 Port Arthur.....	1	172 00	1,845 04	2,003 66	4,020 70	1,200 00	
33 Prescott.....	1	117 00	1,376 34	2,309 15	3,802 49	1,266 40	
34 Preston.....	1	58 00	683 38	662 49	1,403 87	521 90	
35 Rainy River.....	1	69 00	400 00	369 83	838 83	475 00	
36 Renfrew.....	2	156 00	2,389 04	934 47	3,479 51	1,450 00	
37 St. Mary's.....	1	46 00	451 05	492 57	990 02	426 45	
38 Sandwich.....	1	140 00	922 94	610 34	1,673 28	825 00	
39 Sarnia.....	2	160 00	1,912 10	614 19	2,686 29	1,260 00	
40 Sault Ste. Marie.....	1	126 00	3,083 98	299 25	3,509 23	1,220 00	
41 Seaforth.....	1	51 00	650 36	250 88	952 24	708 44	
42 Steelton.....	1	79 00	1,600 00	1,127 03	2,806 03	1,261 60	
43 Sturgeon Falls.....	1	153 00	1,083 00	2,777 60	4,013 60	1,320 00	
44 Sudbury.....	1	146 00	2,193 39	716 94	3,056 33	1,333 75	
45 Thorold.....	1	71 00	810 00	35 79	916 79	600 00	
46 Trenton.....	1	110 00	1,264 12	352 80	1,726 92	467 54	
47 Vankleek Hill.....	1	113 00	914 00	407 85	1,434 85	1,000 00	
48 Walkerton.....	1	114 00	817 52	93 08	1,024 60	600 00	
49 Walkerville.....	1	65 00	650 00	2 00	717 00	400 00	
50 Wallaceburg.....	1	58 00	3,037 60	7,230 95	10,326 55	800 00	
51 Waterloo.....	1	83 00	1,219 40	6,837 81	8,140 21	500 00	
52 Whitby.....	1	32 00	273 80	146 71	452 51	325 00	
Totals.....	63	6,523 00	79,299 81	67,032 24	152,855 05	53,806 86	
Totals.....							
1 Rural Schools.....	258	12,842 74	99,567 91	46,776 76	159,187 41	79,660 24	
2 Cities.....	86	12,918 00	182,646 17	162,190 75	357,754 92	102,222 44	
3 Towns.....	63	6,523 00	79,299 81	67,032 24	152,855 05	53,806 86	
4 Villages.....	21	1,257 00	17,603 39	5,333 70	24,194 09	11,216 77	
5 Grand totals, 1905.....	428	33,540 74	379,117 28	281,333 45	698,991 47	246,906 31	
6 " " 1904.....	419	33,049 76	339,154 16	187,431 34	559,635 25	227,136 29	
7 Increases.....	9	490 98	39,963 13	93,902 11	134,356 22	19,770 02	
8 Decreases.....							
9 Percentages.....		4.83	54.63	40.54		38.75	

Cost per pupil, enrolled attendance; Rural Schools \$8.51; Cities, \$18.24;

SEPARATE SCHOOLS—Continued.

Statement, Teachers, etc.—Concluded.

Expenditure.						Teachers.													
Sites and building school houses.		Libraries, maps, apparatus, prizes and school books.		All other purposes.		Total amount expended.		Balances.		Number of teachers.		Male.		Female.		Average salary, male.		Average salary, female, (in addition members of Religious Orders received free residence.)	
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.							\$		\$	
1				1,763	43	3,638	43	13	08	9		9						208	
2	197	00		30	00	245	04	1,363	04	3		3						330	
3	33	00		25	00	1,800	22	3,024	89	30	16	7						228	
4	458	51				944	74	2,873	25	398	22	7	1			500		200	
5	1,420	97			7	18		2,766	92	264	92	4						225	
6	1,581	46			140	89	1,254	19	4,976	54	25	09	10					200	
7					42	88	679	11	2,539	99	785	97	8					225	
8							338	16	1,238	16	20	34	4					225	
9					31	79	3,211	39	7,543	36	260	38	15	1		720		244	
10	229	00					204	02	1,033	02	205	76	3					200	
11	1,906	13			255	00	130	00	2,805	13	15	87	1					450	
12	242	00					823	08	1,915	08			4					300	
13	339	00					202	33	866	33	115	06	1					325	
14							199	81	624	81	53	76	2					212	
15	2,300	76					1,742	77	6,663	53	462	40	15					200	
16	75	00			10	00	240	81	900	81	40	74	2					287	
17	539	29			25	60	620	69	2,684	58	3	23	4	1				350	
18							537	28	2,837	28	51	50	7					258	
19	2,065	66					716	20	3,031	86	125	65	2					350	
20	679	45					919	11	3,181	41	21	83	5	1				225	
21							150	00	450	00	103	66	1					300	
22	16,857	06					1,180	44	19,698	26			6					308	
23							42	50	317	50	20	84	1					275	
24					67	52	488	87	1,756	39	1,821	75	4					300	
25							161	94	580	94			2					200	
26	228	80			4	50	164	35	897	65	1,741	69	2					250	
27							92	84	492	84	497	82	2					340	
28					20	00	45	07	405	07	05		1					214	
29	382	23			126	60	660	73	3,862	56	298	95	10	1				500	
30	215	54			25	00	367	80	1,408	34			4					200	
31					11	14	77	87	539	01	587	50	2					225	
32	1,303	70					1,232	45	3,736	15	284	55	4					300	
33	20						1,136	03	2,402	63	1,399	86	4					250	
34							322	70	844	60	559	27	2					260	
35	97	00			1	03	260	59	833	62	5	21	1	1				550	
36	22	60			19	38	1,458	71	2,950	69	528	82	6					242	
37	277	80					84	40	788	65	201	37	1					400	
38	448	35					399	93	1,673	28			4					206	
39	310	00					230	00	1,800	00	886	29	5					285	
40	50	00			34	25	1,172	24	2,476	49	1,032	74	4					305	
41							132	14	840	58	111	66	4					300	
42					136	33	894	30	2,292	23	513	80	4					350	
43	753	24			292	12	1,648	24	4,013	60			6					200	
44	1,127	43					273	02	2,734	20	322	13	5					275	
45	26	00			38	00	240	15	904	15	12	64	3					200	
46	175	00					761	32	1,408	86	323	06	4					175	
47					18	31			1,018	31	416	54	5					200	
48	20	00			13	00	389	65	1,022	65	1	95	4					150	
49							135	96	535	96	181	04	2					200	
50	6,225	00					1,410	80	8,435	90	1,890	65	2					400	
51	7,265	97			5	15	369	09	8,140	21			3					167	
52							59	55	384	55	67	96	1					325	
47,906		83	1,380		67	33,054		93	136,149	29	16,705	76	220		9	211	530	240	
1	22,922	11	2,268		19	25,025		14	129,875	68	29,311	73	313		34	279	350	256	
2	169,703	27	9,957		47	70,459		24	352,342	42	5,412	50	383		68	318	381	225	
3	47,906	83	1,380		67	33,054		93	136,149	29	16,705	76	220		9	211	530	240	
4	2,833	52	251		25	4,465		36	18,766	90	5,427	19	54			54		218	
5	243,365	73	13,857		58	133,004		67	637,134	29	56,857	18	970		111	859	384	238	
6	135,790	89	7,646		85	135,737		17	506,311	20	53,324	05	944		118	826	384	234	
7	107,574	84	6,210		73				180,823	09	3,533	13	26			33		4	
8						2,732		50					7						
9	38	20	2		17	20		88						11	44	88	56		

ROMAN CATHOLIC

II. Table G.—Attendance, pupils in the

Counties, (including incorporated villages, but not cities or towns) etc.	Number of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.					Art.	Geography.	Music.	
						First Reader Part. I	First Reader Part II.	Second Reader,	Third Reader.	Fourth Reader.				Fifth Reader.
1 Bruce	743	394	349	520	70	144	105	162	168	160	4	599	543	646
2 Carleton	1,637	749	888	984	60	554	287	277	273	236	10	926	869	635
3 Essex	2,160	1,162	998	1,272	59	742	328	407	379	295	9	1,988	1,186	1,411
4 Frontenac	393	200	193	215	44	93	50	58	82	100	10	241	275	217
5 Grey	263	120	143	121	46	50	40	47	63	56	7	227	183	23
6 Hastings	299	148	151	137	46	76	45	56	59	54	9	242	172	148
7 Huron	444	222	222	259	58	91	61	81	69	110	32	341	302	322
8 Kent	566	284	282	299	53	201	74	100	90	81	20	440	288	125
9 Lambton	68	34	34	34	50	12	12	8	14	21	1	68	49	68
10 Lanark	95	50	45	51	54	22	17	22	21	11	2	52	75	27
11 Leeds and Grenville	226	109	117	121	53	46	28	27	42	38	47	167	140	130
12 Lennox & Addington	77	36	41	42	54	12	9	14	19	23	.....	56	55	.....
13 Lincoln	148	67	81	103	70	39	17	26	36	30	.....	148	114	148
14 Middlesex	148	81	67	89	60	24	14	35	21	46	8	124	100	92
15 Norfolk	78	30	48	51	65	15	7	14	13	20	9	.....	56	78
16 Northumberland	231	111	120	151	65	63	21	35	47	59	6	221	185	167
17 Ontario	79	29	50	43	54	11	6	16	27	12	7	79	79	33
18 Peel	19	9	10	11	58	3	3	3	6	4	.....	10	.....	.....
19 Perth	406	223	183	248	61	70	38	77	98	119	4	292	303	170
20 Peterborough	34	19	15	18	53	6	7	5	5	11	.....	34	21	.....
21 Prescott & Russell	5,697	2,792	2,905	3,192	56	2,400	1,165	1,070	679	380	3	1,715	2,825	742
22 Renfrew	770	390	380	397	52	247	127	137	142	76	41	587	490	339
23 Simcoe	166	83	83	101	61	63	15	25	26	32	5	166	166	131
24 Stormont, Dundas Glengarry	969	470	499	489	50	386	150	158	131	127	17	479	537	272
25 Victoria	57	34	23	35	61	6	9	7	16	17	2	57	42	57
26 Waterloo	557	285	272	353	63	116	89	148	109	89	6	557	364	392
27 Wellington	415	212	203	250	60	71	66	76	88	108	6	407	333	232
28 York	108	59	49	60	55	38	17	42	7	4	.....	29	53	79
29 Districts	1,386	693	693	665	48	700	264	240	145	37	.....	203	421	84
Totals	18,239	9,095	9,144	10,311	56	6,301	3,071	3,373	2,875	2,354	265	10,445	10,236	6,768
Totals Incorp. Villages..	2,976	1,411	1,565	1,877	63	912	504	566	537	366	91	2,313	2,034	1,366
Totals Rural Schools	15,263	7,684	7,579	8,434	55	5,389	2,567	2,807	2,338	1,988	174	8,132	8,202	5,402
Cities.														
1 Bellville	375	213	162	247	66	78	68	63	81	85	.....	375	229	375
2 Brantford	355	205	150	262	74	63	50	81	89	72	.....	355	242	.....
3 Chatham	350	176	174	228	65	110	48	47	85	60	.....	350	350	350
4 Guelph	407	205	202	302	74	73	65	98	92	79	.....	407	271	407
5 Hamilton	1,732	868	864	1,223	71	531	257	284	335	217	108	1,732	1,629	1,732
6 Kingston	810	409	401	624	77	161	109	136	182	172	50	810	649	810
7 London	798	413	385	640	80	185	113	169	163	168	.....	798	798	798
8 Niagara Falls	154	89	65	100	65	41	12	33	32	36	.....	101	101	154
9 Ottawa	6,013	2,999	3,014	4,359	72	1,707	1,108	1,342	936	680	240	5,370	4,171	3,975
10 Peterborough	838	377	461	593	71	196	127	152	218	145	.....	838	553	503
11 St.Catharines	334	167	167	251	75	89	39	54	72	80	.....	334	243	231
12 St. Thomas	229	120	109	185	81	40	51	51	41	46	.....	229	229	229
13 Stratford	384	187	197	263	68	83	54	98	48	101	.....	384	384	384
14 Toronto	5,544	2,881	2,663	3,709	67	1,427	661	1,253	1,135	775	293	5,544	4,117	5,544
15 Windsor	901	446	455	661	73	212	154	268	114	153	.....	821	821	120
16 Woodstock	96	52	44	60	62	21	16	18	16	25	.....	96	96	96
Totals	19,320	9,807	9,513	13,707	71	5,017	2,932	4,147	3,639	2,894	691	18,544	14,783	15,708

SEPARATE SCHOOLS.—Continued

various branches of instruction, etc.

	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Maps and Prizes.		
																			Number of Maps.	Number of Schools giving prizes.	Number of trees planted on Arbor Day.
1	451	604	413	146	291	249	437	571	8	4	4	...	...	489	40	...	30	...	57	4	...
2	766	906	817	333	534	467	798	398	19	19	9	...	874	...	210	...	99	98	98	9	54
3	932	1,256	1,085	470	645	1,020	1,362	1,365	122	8	8	...	941	...	54	...	119	78	195	11	69
4	218	276	250	144	173	162	196	264	12	11	9	4	...	...	4	...	24	2	58	...	...
5	135	208	150	74	120	150	136	102	8	5	5	...	...	...	12	...	6	7	58	2	2
6	177	230	168	58	121	98	51	126	7	8	8	...	...	...	...	...	7	25	50	1	9
7	299	338	259	158	175	219	331	310	32	32	32	13	...	...	...	...	4	13	74	6	29
8	162	326	286	116	178	181	157	380	19	15	15	1	171	...	39	3	39	83	61	5	12
9	41	56	47	42	42	41	68	68	1	1	1	...	...	...	...	...	...	...	12	...	...
10	67	79	75	13	27	35	79	52	7	...	...	...	...	...	...	...	52	...	23	2	...
11	165	173	146	133	154	152	171	162	42	47	45	17	...	...	20	20	2	...	34	2	4
12	56	55	55	23	42	54	56	...	...	...	...	...	...	...	...	...	...	...	11	...	5
13	123	123	123	50	66	126	148	87	...	...	...	...	...	...	...	...	...	...	9	...	...
14	117	105	98	64	80	93	116	148	8	8	7	...	...	...	12	8	12	...	41	...	...
15	56	56	42	29	42	20	33	...	9	9	...	...	...	...	...	...	...	...	42	...	...
16	173	145	116	77	81	117	151	99	1	5	5	4	...	...	...	...	...	...	42	1	16
17	45	79	45	24	24	24	79	33	19	7	7	...	...	...	...	...	46	...	10	...	...
18	16	...	...	6	4	4	19	...	...	...	...	...	...	...	...	...	...	...	9	...	...
19	270	290	234	122	222	131	233	208	2	4	2	2	...	...	1	2	24	...	60	3	12
20	21	16	16	11	16	11	34	...	...	...	...	...	...	...	...	...	...	...	6	1	...
21	1,314	2,489	2,405	355	1,175	845	614	762	60	2	2	...	3,971	146	...	58	157	11	335	37	160
22	320	494	426	204	258	322	244	223	64	40	40	9	12	...	25	55	26	60	28	5	6
23	166	110	99	37	54	62	75	40	5	5	5	...	131	...	...	...	10	...	14	2	...
24	362	528	370	166	200	414	558	384	17	17	17	14	208	...	11	11	21	40	86	2	23
25	42	42	42	19	35	19	...	57	2	2	...	...	...	...	...	...	...	...	9	...	...
26	439	360	249	134	209	189	405	503	6	6	6	...	...	316	6	66	150	...	51	3	12
27	271	263	252	150	212	154	311	187	6	6	6	...	...	...	...	1	16	...	69	3	8
28	90	99	11	4	4	...	...	29	...	...	...	...	...	...	...	...	...	...	10	...	...
29	90	325	343	30	178	143	103	126	...	104	...	...	722	26	15	...	135	4	80	14	75
7,384		10,026	8,632	3,192	5,362	5,506	6,965	6,684	476	365	233	64	7,059	977	449	250	1,007	376	1,648	117	501
1,532		1,926	1,764	619	1,051	1,194	1,638	1,217	118	102	92	35	1,059	...	91	88	27	193	167	7	4
5,852		8,100	6,868	2,573	4,311	4,312	5,327	5,467	358	263	141	29	6,000	977	358	162	980	183	1,481	110	497
1	375	375	166	85	166	166	375	375	...	...	...	...	...	...	...	...	...	...	40	3	...
2	242	242	161	72	161	355	355	...	...	...	...	...	...	...	...	...	...	36	10	...	...
3	192	350	192	145	145	350	350	350	...	...	...	...	...	...	...	...	...	...	18	1	...
4	271	271	271	171	171	171	171	171	...	407	...	...	...	...	...	...	...	...	30	3	...
5	1,352	1,352	1,352	546	708	906	1,732	1,732	108	62	62	30	...	...	62	108	...	...	117	8	36
6	810	810	540	404	404	404	810	810	50	50	50	20	30	...	50	25	...	...	30	...	...
7	798	798	798	168	331	331	798	798	168	...	...	...	...	...	...	...	...	...	45	7	...
8	113	113	68	48	48	48	...	...	...	...	...	...	...	...	...	...	...	...	9	...	...
9	240	2,500	3,639	901	2,718	2,976	4,127	4,127	394	100	90	394	3,572	...	47	348	348	348	292	25	54
10	603	145	353	219	748	...	...	...	...	...	...	...	...	...	...	...	...	...	28	...	...
11	223	206	120	189	243	40	25	180	...	...	...	...	...	...	...	...	...	...	15	3	...
12	229	229	138	87	87	229	229	229	...	229	...	...	...	...	...	...	...	...	9	1	...
13	237	384	237	101	149	384	384	384	...	...	...	...	...	...	...	...	...	...	61	25	1
14	2,203	4,117	2,203	1,068	2,203	5,544	...	5,544	293	293	293	133	293	12	293	293	...	...	308	...	10
15	821	821	267	193	292	801	801	40	...	...	...	...	111	...	...	...	...	...	21	1	...
16	96	96	96	41	41	96	96	96	...	...	...	...	...	...	...	...	...	...	10	...	...
8,805		12,809	10,601	4,438	8,615	12,801	10,301	14,836	1,013	1,141	495	577	4,006	12	452	774	348	445	1,007	53	100

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns.	Number of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.					Art.	Geography.	Music.	Literature.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.			
1 Alexandria.....	479	236	243	259	54	151	67	99	80	82	.....	479	479	.....
2 Almonte.....	140	74	66	65	46	29	31	30	16	34	.....	80	80	140
3 Amherstburg.....	287	116	171	229	80	48	64	48	33	47	.....	192	192	192
4 Arnprior.....	383	209	174	251	65	114	58	56	114	41	.....	383	155	383
5 Barrie.....	144	77	67	101	70	35	19	21	29	40	.....	144	90	144
6 Berlin.....	496	278	218	382	77	90	59	112	120	115	.....	496	345	496
7 Brockville.....	369	178	191	270	73	79	41	86	83	80	.....	369	369	369
8 Cobourg.....	210	118	92	152	72	42	33	31	49	55	.....	210	135	210
9 Cornwall.....	947	448	499	626	66	311	187	171	166	112	.....	947	947	947
10 Dundas.....	128	74	54	89	69	28	32	24	20	24	.....	128	44	128
11 Fort Frances.....	36	21	15	28	78	12	6	10	6	2	.....	18	10	.....
12 Fort William.....	230	115	115	146	63	68	22	47	59	34	.....	230	140	230
13 Galt.....	83	41	42	69	83	23	11	13	24	12	.....	20	75	83
14 Goderich.....	66	33	33	51	77	14	9	13	17	13	.....	66	43	66
15 Hawkesbury.....	953	495	458	782	82	368	257	158	113	57	.....	953	953	953
16 Ingersoll.....	76	38	38	64	84	16	8	17	18	17	.....	76	52	76
17 Kenora.....	220	94	126	118	53	77	30	44	40	29	.....	128	70	22
18 Lindsay.....	373	149	224	275	74	75	30	74	80	68	46	373	263	373
19 Massey.....	138	65	73	54	39	87	20	14	11	6	.....	31	31	31
20 Mattawa.....	348	155	193	212	61	120	42	53	69	47	17	348	214	300
21 Newmarket.....	53	29	24	31	58	14	13	8	7	11	.....	53	39	53
22 North Bay.....	395	216	179	239	60	166	69	63	48	49	.....	395	229	229
23 Oakville.....	41	21	20	25	61	10	3	10	6	12	.....	28	31	40
24 Orillia.....	197	114	83	165	84	21	29	49	44	54	.....	197	176	197
25 Oshawa.....	77	33	44	62	80	12	10	17	26	12	.....	77	77	77
26 Owen Sound.....	142	69	73	84	59	39	20	25	28	30	.....	142	142	142
27 Paris.....	62	27	35	44	71	14	7	14	10	17	.....	62	62	62
28 Parkhill.....	51	24	27	29	57	13	6	9	16	7	.....	51	38	51
29 Pembroke.....	468	259	209	312	67	115	70	98	88	97	.....	468	263	169
30 Perth.....	235	135	100	159	68	41	39	33	62	60	.....	235	194	235
31 Picton.....	44	24	20	32	73	7	.....	12	6	19	.....	44	44	44
32 Port Arthur.....	240	123	117	163	68	54	36	50	52	48	.....	240	150	240
33 Prescott.....	160	81	79	118	74	35	14	34	32	45	.....	160	125	160
34 Preston.....	101	54	47	79	78	29	16	13	28	15	.....	101	72	101
35 Rainy River.....	57	28	29	33	58	14	12	9	12	10	.....	57	57	57
36 Renfrew.....	294	159	135	222	75	85	55	58	50	46	.....	294	294	294
37 St. Mary's.....	65	29	36	47	72	19	8	11	13	14	.....	65	47	65
38 Sandwich.....	193	95	98	118	61	75	45	41	23	9	.....	193	121	121
39 Sarnia.....	275	119	156	188	68	82	25	56	55	57	.....	275	275	275
40 Sault Ste Marie.....	254	117	137	168	66	100	23	37	46	48	.....	254	154	154
41 Seaford.....	83	45	38	55	66	14	12	12	15	30	.....	83	57	83
42 Steelton.....	323	180	143	160	49	155	49	51	26	42	.....	323	323	323
43 Sturgeon Falls.....	390	161	229	248	63	134	98	76	56	26	.....	390	390	390
44 Sturbury.....	318	161	157	228	72	102	62	54	47	44	9	318	216	318
45 Thorold.....	125	64	71	81	65	27	17	23	31	27	.....	125	81	125
46 Trenton.....	145	77	68	112	77	27	17	40	34	27	.....	145	118	145
47 Wankie Hill.....	162	116	146	141	54	84	46	58	35	39	.....	162	262	262
48 Walkerton.....	181	85	96	143	79	28	21	49	43	40	.....	181	181	181
49 Walkerville.....	95	49	46	77	81	25	15	12	29	14	.....	95	70	95
50 Wallaceburg.....	128	63	65	85	66	54	12	26	17	19	.....	128	74	128
51 Waterloo.....	147	73	74	107	73	19	33	36	40	19	.....	147	95	147
52 Whitby.....	58	36	22	34	58	12	5	12	9	20	.....	58	29	58
Totals.....	11,765	5,870	5,895	8,012	68	3,413	1,896	2,233	2,196	1,908	119	10,512	9,186	9,082
Totals.....														
1 Rural Schools.....	15,263	7,684	7,579	8,434	55	5,389	2,567	2,807	2,338	1,988	174	8,132	8,202	5,402
2 Cities.....	19,320	9,807	9,513	13,707	71	5,017	2,932	4,147	3,639	2,894	691	18,544	14,783	8,805
3 Towns.....	11,765	5,870	5,895	8,012	68	3,413	1,896	2,233	2,196	1,908	119	10,512	9,186	9,082
4 Incorp. Villages.....	2,976	1,411	1,565	1,877	63	912	504	566	537	366	91	2,313	2,034	1,366
5 Grand totals, 1905.....	49,324	24,772	24,552	32,030	64.94	14,731	7,899	9,753	8,710	7,156	1,075	39,501	34,205	31,558
6 " 1904.....	47,807	24,179	23,628	29,920	62.58	14,057	8,350	9,484	8,526	6,576	814	43,866	32,483	32,920
7 Increases.....	1,517	593	924	2,110	2.36	674	.....	269	184	580	261	.....	1,722	.....
8 Decreases.....	.....	.....	.....	.....	.....	.....	451	.....	.....	.....	.....	4,365	.....	.....
9 Percentages.....	.....	50.22	49.78	64.94	.....	29.87	16.01	19.77	17.66	14.51	2.18	80.08	69.35	48.04

SEPARATE SCHOOLS.—*Concluded.*

various branches of instruction, etc.—*Concluded.*

	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.	Nature Study	Physical Culture.	Bookkeeping.	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Maps and prizes.		
																		Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	479	479	162	162	479	.....	317	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....
2	80	80	34	50	34	.....	140	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	.....
3	239	128	80	128	33	240	143	47	42	42	.....	12	.....	47	47	34	.....	18	3	.....
4	211	155	42	155	42	383	383	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....
5	69	69	40	69	40	144	144	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	.....
6	496	345	115	235	235	496	496	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	1	.....
7	369	163	163	369	369	369	369	.....	.....	.....	.....	.....	.....	.....	.....	.....	369	12	.....	.....
8	210	104	55	104	55	210	210	.....	.....	.....	.....	347	.....	112	.....	.....	.....	8	.....	.....
9	947	278	112	278	636	947	947	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	.....
10	128	68	44	44	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....
11	18	.....	.....	8	8	.....	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....
12	140	93	93	93	210	210	93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	.....
13	60	36	12	36	36	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	1	.....
14	66	30	30	30	30	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....
15	585	585	20	21	57	124	953	57	.....	.....	.....	953	.....	450	.....	.....	250	24	.....	2
16	52	35	35	35	35	76	76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
17	73	80	39	54	38	.....	.....	.....	.....	.....	.....	220	.....	.....	.....	.....	.....	6	2	.....
18	258	194	164	194	144	373	373	46	46	46	.....	.....	46	46	.....	.....	.....	10	.....	.....
19	31	17	6	17	6	.....	.....	.....	.....	.....	.....	138	.....	.....	.....	.....	.....	2	1	.....
20	288	288	64	186	348	288	.....	17	17	17	3	100	.....	17	17	.....	.....	20	.....	.....
21	39	39	18	18	18	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....
22	229	160	49	97	49	395	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	.....
23	28	28	18	11	28	28	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	.....
24	176	147	98	98	98	147	197	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....
25	77	65	12	38	38	77	77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	.....
26	103	58	58	58	58	142	142	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	.....
27	62	27	18	27	27	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	.....
28	32	32	7	23	51	51	51	.....	.....	.....	.....	.....	.....	51	.....	.....	.....	10	1	.....
29	283	185	97	185	185	256	468	.....	.....	.....	.....	70	.....	.....	.....	.....	.....	27	.....	.....
30	194	194	122	122	194	.....	235	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	.....
31	44	44	19	19	19	44	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
32	240	100	48	100	100	150	240	.....	.....	.....	.....	240	.....	.....	.....	.....	.....	10	.....	.....
33	160	111	77	77	77	160	160	.....	.....	.....	.....	.....	.....	.....	.....	.....	66	9	.....	.....
34	101	43	43	43	43	43	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....
35	57	57	10	22	31	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....
36	294	96	96	154	96	294	294	.....	.....	.....	.....	.....	.....	154	.....	96	.....	14	.....	.....
37	47	27	14	27	65	.....	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
38	121	121	32	32	121	32	.....	.....	.....	.....	.....	193	.....	.....	.....	.....	.....	17	.....	.....
39	275	57	257	257	257	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	2	.....
40	154	154	94	94	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
41	69	45	45	45	30	83	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....
42	323	323	68	68	323	323	3.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....
43	82	158	26	72	26	.....	.....	.....	.....	.....	.....	360	.....	.....	.....	.....	20	15	1	4
44	318	164	164	164	164	216	318	9	9	9	.....	297	.....	9	9	53	.....	9	.....	.....
45	81	81	27	58	27	81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	.....
46	118	61	61	61	145	.....	145	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
47	262	132	39	132	262	262	.....	.....	.....	.....	.....	262	.....	.....	.....	.....	132	15	.....	.....
48	181	181	40	83	181	181	181	.....	.....	.....	.....	.....	83	181	.....	.....	.....	22	1	.....
49	95	43	14	29	55	95	.....	.....	.....	.....	.....	62	.....	.....	.....	.....	.....	1	.....	.....
50	128	51	51	51	51	74	128	19	.....	.....	.....	1	.....	.....	.....	.....	.....	8	.....	.....
51	147	95	50	50	50	147	.....	.....	.....	.....	.....	.....	147	.....	.....	.....	.....	12	1	.....
52	47	29	20	29	20	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
9,366		6,293	3,102	4,616	5,602	7,678	8,338	376	114	114	3	3,255	230	1,067	119	201	895	575	29	6
1	8,100	6,868	2,573	4,311	4,312	5,327	5,467	358	263	141	29	6,000	977	358	162	980	183	1,481	110	497
2	12,809	10,601	4,438	8,615	12,801	10,301	14,836	1,013	1,141	495	577	4,006	12	452	774	348	445	1,007	53	100
3	9,366	6,293	3,102	4,616	5,602	7,678	8,338	376	114	114	3	3,255	230	1,067	119	201	895	575	29	6
4	1,926	1,764	619	1,051	1,194	1,638	1,217	118	102	92	35	1,059	.....	91	88	27	193	167	77	4
5	32,201	25,526	10,732	18,593	23,909	24,944	29,858	1,865	1,620	842	644	14,320	1,219	1,968	1,143	1,556	1,716	3,230	199	607
6	31,382	31,382	9,226	16,946	23,716	.....	31,479	1,065	717	716	.....	.....	.....	.....	.....	2,130	.....	3,133	197	479
7	819	.....	1,506	1,647	193	.....	.....	800	903	126	.....	.....	.....	.....	.....	.....	.....	97	2	128
8	.....	5,856	.....	.....	.....	.....	1,621	.....	.....	.....	.....	.....	.....	.....	574	.....	.....	.....	.....	.....
9	65.28	51.76	21.76	37.69	48.47	50.57	60.53	3.78	3.28	1.71	1.31	29.03	2.47	3.99	2.32	3.15	3.48	.....	.....	.....

COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.						Teachers' salaries.
	Legislative grants.	Municipal grants (county.)	Municipal grants (local.)	School fees.	Balances and other sources.	Total receipts.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Aylmer	887 31	1,714 77	1,650 00	1,024 50	568 19	5,794 77	4,090 00
2 Barrie	*1,131 63	1,530 81	2,500 00	1,777 90	3,510 87	10,451 21	5,963 46
3 Berlin	†2,730 25	3,089 38	6,000 00	2,165 25	4,605 87	18,590 75	8,939 38
4 Brantford	*1,301 29	.....	7,900 00	2,820 90	887 61	12,909 80	9,323 30
5 Brockville	*1,236 47	1,450 00	7,200 00	959 75	1,361 12	12,207 34	8,052 45
6 Chatham	1,241 28	.....	9,990 00	1,951 41	2,553 65	15,736 34	10,055 00
7 Clinton	901 62	1,584 87	3,300 00	995 25	1,228 89	8,010 63	4,629 00
8 Cobourg	*†1,395 37	1,917 82	2,400 00	747 50	295 27	6,755 96	4,858 74
9 Collingwood	*986 46	936 46	3,100 00	1,893 69	232 87	7,149 48	5,068 50
10 Galt	*1,214 50	2,096 28	39,000 00	2,443 84	593 42	45,348 44	7,333 33
11 Goderich	*1,119 69	1,288 00	2,800 00	1,606 15	2,414 13	9,227 97	5,540 00
12 Guelph	*1,264 14	.....	7,641 33	1,311 00	18,346 00	28,562 47	7,470 00
13 Hamilton	*†5,961 99	.....	24,656 43	5,795 50	16 00	36,429 92	20,108 11
14 Ingersoll	*†1,561 92	1,857 62	4,086 03	981 50	639 83	9,126 90	6,775 00
15 Kingston	†2,596 34	.....	6,650 00	5,333 60	3,316 42	17,896 36	13,083 93
16 Lindsay	*1,223 66	2,034 14	3,211 00	1,950 75	1,040 95	9,460 50	7,714 22
17 London	*†1,750 29	1,200 00	25,589 00	4,199 00	732 57	33,470 86	24,108 50
18 Morrisburg	*1,090 17	3,706 30	2,355 79	36 56	2,702 16	9,890 98	5,774 17
19 Napanee	*1,119 92	2,700 00	2,900 00	3 00	2,165 90	8,888 82	5,276 58
20 Niagara Falls	*1,201 14	1,004 87	6,900 00	.....	390 29	8,596 30	6,520 00
21 Orillia	*1,188 01	313 28	4,400 00	1,436 15	953 81	8,291 25	5,837 61
22 Ottawa	*1,293 78	.....	13,426 00	12,307 18	.....	32,026 00	21,502 50
23 Owen Sound	*1,260 37	2,916 76	4,500 00	2,520 85	2,830 32	14,028 30	10,010 00
24 Perth	952 75	1,480 38	3,694 41	360 50	751 16	7,239 20	4,910 00
25 Peterborough	*1,261 29	.....	9,000 00	2,447 75	721 52	13,430 56	8,786 50
26 Renfrew	†1,233 38	2,020 18	2,950 00	61 50	612 51	6,877 57	5,323 00
27 Ridgetown	*†1,033 53	2,089 08	1,300 00	998 25	1,369 74	6,790 60	4,370 00
28 St. Catharines	*1,244 65	4,685 45	4,762 07	120 00	1,403 13	12,215 30	7,780 49
29 St. Mary's	896 59	992 65	2,800 00	1,311 50	144 17	6,144 91	4,597 36
30 St. Thomas	*1,350 07	1,951 14	8,206 18	2,267 00	141 00	13,915 39	10,874 96
31 Sarnia	*1,337 53	1,999 01	6,211 50	.....	436 31	9,984 35	7,116 60
32 Seaford	*967 31	1,637 33	1,900 00	1,320 20	2,571 21	8,896 05	4,969 81
33 Stratford	†2,255 93	1,300 00	6,500 00	4,122 15	379 29	14,557 37	8,425 77
34 Strathroy	*966 97	1,653 79	2,500 00	1,024 00	181 96	6,326 72	5,140 00
35 Toronto (Harbord)	*1,397 27	.....	26,817 47	3,884 00	.....	32,098 74	23,400 00
36 Toronto (Jameson)	*1,359 19	.....	16,449 87	5,169 00	.....	22,978 06	17,888 00
37 Toronto (Jarvis)	*1,376 10	.....	19,825 66	4,513 00	.....	25,714 76	19,199 00
38 Toronto Junction	1,166 63	900 51	7,165 00	2,119 00	923 94	12,275 08	7,810 00
39 Vankleek Hill	*1,007 44	2,280 37	1,800 00	35 00	538 51	5,661 32	3,930 00
40 Whitby	849 68	1,470 78	2,000 00	378 55	188 94	4,887 95	3,846 33
41 Windsor	1,328 11	3,071 47	10,126 22	87 00	94 18	14,706 98	8,869 50
42 Woodstock	*1,188 76	1,756 77	4,295 40	2,003 75	680 60	9,925 28	7,550 00
Totals	58,781 18	60,630 27	334,559 36	86,483 38	62,524 31	602,978 50	372,821 10

* Grant (\$50) for Cadet Corps included.

† Grant for Technical Education included.

‡ Grant (\$4,500) for Normal College included.

AND HIGH SCHOOLS.

Financial Statement.

Expenditure.						Charges per year for tuition.
Buildings, sites, and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 527 80	17 80	51 95	722 69	5,410 24	384 53	Res. F. I. \$5; others \$10.
2 2,368 48	.....	160 46	1,348 20	9,840 60	610 61	\$10.
3 1,382 51	58 82	2,860 43	5,349 61	18,590 75	.....	\$10.
4 201 05	.....	35 28	2,761 77	12,321 40	588 40	City and Co. \$10; others \$16.
5 481 83	.....	130 50	2,582 81	11,247 59	959 75	\$5.
6 1,199 80	.....	391 27	4,015 39	15,661 66	74 68	City first year free, other years \$6; others \$10.
7 25 90	.....	740 70	5,395 60	2,615 03	.....	\$6; \$8; \$10.
8 65 84	69 53	1,034 70	6,028 81	727 15	.....	Res. \$12; Co. free; others \$14.
9 327 07	.....	1,168 16	6,563 73	585 75	.....	Town F. I. free; others \$10.
10 24,380 90	31 08	205 77	1,872 23	33,823 31	11,525 13	Co. \$10; others \$14.
11 507 93	268 47	913 35	7,229 75	1,998 22	.....	Lower School \$6; Com. F. \$8; Upper and Middle Schools \$10.
12 18,238 00	58 64	121 05	1,950 48	27,888 17	724 30	City free; Co. and adjoining Co's \$10; others \$20.
13 292 84	277 11	.....	15,751 86	36,429 92	.....	Res. Jr. Lower School \$2.50; others \$10; non-res. \$25.
14 88 30	175 64	90 00	1,605 55	8,734 49	392 41	\$7.50.
15 2,197 89	424 71	217 53	1,972 30	17,896 36	.....	Res. \$5 to \$25; non-res. \$20 to \$25.
16 424 71	.....	171 13	1,150 44	9,460 50	.....	Res. & Co. \$7.50 to \$10; others \$7.50 to \$20.
17 2,329 25	.....	574 49	5,309 50	32,321 74	1,149 12	First year free; City and Co. \$10; others \$30.
18 410 00	34 24	35 00	788 33	7,041 74	2,849 24	Free.
19 202 49	.....	1,769 92	7,248 99	1,639 83	.....	Town and Co. free; others \$10.
20 20 00	209 04	120 54	1,625 77	8,495 35	100 95	Free.
21 129 00	84 09	.....	1,636 31	7,687 01	604 24	Town \$5; others \$10.
22 849 38	731 26	1,142 97	7,537 90	31,764 01	262 95	Res. \$20, \$25; non-res. \$45, \$50.
23 426 02	525 68	195 00	2,544 11	13,700 81	327 49	Res. first year free, other years \$8 to \$12; Co. \$10; non-res. \$12 to \$15.
24 3 95	.....	1,211 20	6,125 15	1,114 05	.....	Co. \$6; non-res. \$16.
25 1,100 00	.....	3,544 06	13,430 56	.....	.....	Res. first year \$5, other years \$10; non-res. \$25.
26 20 67	28 24	272 24	1,233 42	6,877 57	.....	Res. free; non-res. \$15.
27 256 14	101 75	1,901 17	6,629 06	161 54	.....	Town \$6; Co. and non-res. \$10.
28 65 35	.....	4,368 98	12,215 30	.....	.....	Res. and Co. free; others \$16.
29 50 75	43 11	971 91	5,663 13	481 78	.....	Town first year free, other years \$5; all others \$10.
30 68 89	.....	2,971 54	13,915 39	.....	.....	H. S. D. first year free, other years \$10; Co. \$10; others \$30.
31 751 16	.....	1,933 32	9,801 08	183 27	.....	Free.
32 138 00	448 55	83 48	878 23	6,518 07	1,877 98	\$6; \$8; \$10.
33 403 20	243 83	359 58	4,574 28	14,006 66	550 71	\$10.
34 99 94	.....	1,086 78	6,326 72	.....	.....	Town F. I free; others \$10.
35 259 95	945 24	231 94	6,238 65	31,075 78	1,022 96	{ F. I \$6; Form II \$15; F. III \$21; F. IV \$27; \$6 additional for non-res.
36 226 97	656 51	370 32	3,836 26	22,978 06		
37 420 47	1,204 91	989 94	3,900 44	25,714 76		
38 362 29	940 15	158 14	2,412 01	11,682 59		
39 453 31	162 70	34 42	922 47	5,502 90	592 49	\$10; \$15.
40 89 95	191 03	.....	727 31	4,854 62	158 42	Province free; others \$10.
41 131 42	.....	5,407 99	14,408 91	33 33	.....	Town \$20; Co. \$7.50; others \$10.
42 118 00	241 11	292 20	1,628 47	9,829 78	298 07	H. S. D. and Co. free; others \$30.
.....	.....	.....	.....	.....	95 50	Res. and Co. \$7.50; non-res. \$10.
57,774 47	11,036 42	10,755 86	115,900 77	568,288 62	34,689 88	9 free; 33 not free.

COLLEGIATE INSTITUTES AND

I.—Table H.—Financial

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria	641 58	757 70	2,083 00	.....	1,932 53	5,414 81	2,640 00
2 Almonte	702 38	702 38	2,613 35	261 50	6 85	4,286 47	3,334 15
3 Arnprior	613 71	613 71	1,700 00	80 50	1,278 75	4,286 67	2,560 00
4 Arthur	*646 80	1,085 95	672 08	921 35	50 25	3,376 43	2,490 00
5 Athens	712 81	1,746 68	1,000 00	419 00	1,392 34	5,270 83	3,550 00
6 Aurora	620 82	700 00	750 00	639 00	616 84	3,326 66	2,175 00
7 Beamsville	469 20	530 00	720 00	.....	483 15	2,202 35	1,435 00
8 Belleville	†1,143 45	435 00	4,250 53	264 05	.....	6,093 03	4,670 89
9 Bowmanville	793 75	1,854 41	2,370 00	275 90	351 17	5,450 23	4,150 00
10 Bradford	592 74	728 14	600 00	831 00	393 79	3,145 67	2,062 00
11 Brampton	852 93	2,000 00	1,600 00	1,206 00	218 82	5,877 75	4,825 31
12 Brighton	468 85	965 72	1,000 00	7 00	443 16	2,884 73	1,750 00
13 Caledonia	572 02	1,735 64	1,000 00	101 00	482 67	3,891 33	2,324 82
14 Campbellford	686 36	686 36	2,410 57	892 00	332 91	4,508 20	3,326 57
15 Carleton Place	689 35	689 35	1,950 00	135 00	833 66	4,297 36	3,460 45
16 Cayuga	579 50	1,824 31	.....	.....	870 00	3,273 81	2,309 00
17 Chesley	463 57	722 58	1,700 00	720 50	75 54	3,682 19	2,520 33
18 Colborne	462 08	675 15	1,200 00	.....	1,794 68	4,131 91	1,725 00
19 Cornwall	866 72	3,190 98	11,620 48	.....	4,140 41	19,812 59	4,900 00
20 Deseronto	651 05	651 05	2,850 00	184 00	1,041 04	4,877 14	2,733 25
21 Dundas	*686 49	1,036 49	850 00	703 50	105 02	3,381 50	2,581 60
22 Dunnville	666 19	2,324 96	1,000 00	.....	1,503 87	5,495 02	3,560 77
23 Dutton	575 75	1,076 56	1,200 00	1,414 00	1,605 04	5,871 35	2,836 46
24 East Toronto	478 14	700 00	15,539 46	516 00	414 71	17,648 31	2,240 00
25 Elora	540 10	721 10	875 00	410 75	81 38	2,628 33	2,220 00
26 Essex	†951 04	2,191 79	1,500 00	23 25	281 06	4,947 14	3,477 22
27 Fergus	541 06	582 78	2,400 00	416 00	195 82	4,135 66	2,620 00
28 Forest	616 04	1,392 22	500 00	393 75	523 85	3,480 86	2,450 00
29 Fort William	1,032 66	.....	2,500 00	.....	775 79	4,308 45	2,588 38
30 Gananoque	713 02	963 02	2,065 40	89 50	42 00	4,872 94	3,602 18
31 Georgetown	619 24	619 24	1,233 51	1,051 75	447 16	3,970 90	3,108 42
32 Glencoe	592 96	673 04	1,000 00	650 00	1,876 81	4,792 81	2,227 97
33 Gravenhurst	972 88	.....	994 00	326 00	.....	2,292 88	1,540 00
34 Grimsby	433 92	559 50	440 00	.....	1,015 42	2,448 44	1,530 00
35 Hagersville	623 71	1,244 51	650 00	.....	951 97	3,470 19	2,297 03
36 Harrison	604 56	604 56	1,700 00	800 75	826 07	4,535 34	3,023 07
37 Hawkesbury	606 01	1,606 01	.....	.....	251 91	2,463 93	2,260 00
38 Iroquois	735 18	2,239 00	1,612 44	.....	1,415 82	6,002 44	3,465 00
39 Kemptonville	772 92	744 34	2,800 00	1,700 88	435 68	6,453 82	3,901 79
40 Kenora	1,016 60	.....	3,550 00	.....	.....	4,566 60	2,900 00
41 Kincardine	762 30	1,204 60	330 00	1,307 50	1,550 38	5,134 78	3,768 40
42 Leamington	689 98	1,506 26	2,400 00	88 50	963 46	5,618 20	3,430 00
43 Listowel	635 27	800 00	1,400 00	1,141 69	237 93	4,214 89	2,975 00
44 Lucan	645 83	799 27	1,600 00	1,207 00	125 20	3,777 30	2,560 00
45 Madoc	575 43	1,065 35	700 00	552 00	656 88	3,549 66	2,382 34
46 Markham	727 70	1,707 00	500 00	1,697 00	760 97	5,392 67	3,570 00
47 Meaford	843 73	1,617 01	1,525 00	893 00	430 49	5,309 23	3,603 05
48 Midland	468 40	.....	3,350 00	319 00	8,655 40	12,772 00	2,360 00
49 Mitchell	617 28	800 00	1,500 00	776 49	211 26	3,905 03	2,550 38
50 Mount Forest	*761 04	761 04	1,400 00	688 50	834 91	4,445 49	3,097 36
51 Newburgh	555 57	1,855 00	640 00	.....	221 04	3,271 61	2,470 00
52 Newcastle	477 27	790 00	543 00	.....	475 70	2,285 97	1,316 66
53 Newmarket	*745 96	750 00	1,100 00	878 40	302 96	3,777 32	2,632 09
54 Niagara	420 37	490 00	550 00	.....	127 44	1,587 81	1,283 34
55 Niagara Falls South	526 53	658 16	600 00	.....	2,103 49	3,8 8 18	1,766 68
56 North Bay	1,131 60	.....	4,432 30	349 00	119 05	6,031 95	2,920 00
57 Norwood	578 97	919 41	568 33	656 00	977 51	3,700 22	2,250 00

*Grant (\$50) for Cadet Corps included.

†Grant for Technical Education included.

HIGH SCHOOLS.—Continued.

Statement.—Continued.

Expenditure.						Charges per year for tuition.
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1	190 00		62 83	1,726 66	4,619 49	795 32 Free.
2			7 39	935 74	4,277 28	9 19 Res. \$1; Co. and non-res. \$6.
3	112 00			593 39	3,265 39	1,021 28 Res. free; non-res. \$10.
4	9 50		199 99	482 22	3,181 71	194 72 \$10.
5		51 12		599 86	4,200 98	1,069 55 Res. free; Co. \$5; others \$10.
6	228 73		19 73	439 20	2,862 66	464 00 \$10.
7			33 41	188 15	1,656 56	545 79 Free.
8				1,422 14	6,093 03	
9	158 54	44 65	1,227 62	5,580 81	64 42	Res. free; others \$25. Form I. with Latin \$4; Form II. \$6; Forms III. and IV. \$7.50; Co. free.
10	142 04	47 97	465 06	2,717 07	428 60	Res. F. I. free; others \$10.
11	18 99	60 38	709 08	5,613 76	263 99	
12	39 15	23 06	328 46	2,140 67	744 06	Free.
13	132 64	33 53	739 44	3,230 43	660 90	Free; other Cos. \$4.50. [others \$10.
14	432 66		748 97	4,508 20		H.S.D. \$6; Co. and adjoining Cos. free;
15	148 18	65 00	597 85	4,277 48	19 88	Res. free; Lanark and Carleton Cos. \$5;
16	89 00	16 53	352 62	2,806 83	466 98	Free. [others \$10.
17	559 83	119 53	389 73	3,589 42	92 77	\$10.
18	25 95	21 05	500 75	2,321 28	1,810 63	Free.
19	6,937 45		1,750 28	13,587 73	6,224 86	Free.
20	306 62	384 80	980 30	4,404 97	472 17	Res. free; others \$10.
21		58 44	538 31	3,230 86	150 64	Res. F. I. free; II. & III. \$9.50; non-res. \$10.
22	23 65	410 14	1,211 51	5,458 02	37 00	Free.
23	1,504 13	116 96	353 67	4,811 22	1,060 13	\$10.
24	3,500 00	69 75	1,104 25	6,914 00	10,734 31	Res. \$10; non-res. \$20.
25		40 06	323 62	2,621 62	6 71	Res. \$5; non-res. and Co., \$10.
26	194 42		372 68	4,044 32	902 82	Res. and Co. free; others \$10.
27	69 18	61 84	494 69	3,245 71	889 95	Res. free; others \$10.
28			726 26	3,076 26	354 60	Res. \$10; non-res. free.
29	1,000 00	25 34	231 20	4,186 47	121 98	Free.
30	66 00	38 65	798 48	4,872 94		Res. free; Co. and non-res. \$5.
31	6 00	29 75	664 42	3,970 90		Form I. \$7; others \$10.
32	164 00	124 74	2,270 83	4,787 54	5 27	\$10.
33			673 35	2,224 28	68 60	F. I. \$5; other F.'s \$10.
34	7 40		132 86	1,670 26	778 58	Free.
35	38 00	35 21	971 25	3,370 49	99 70	Free.
36	307 02	201 61	612 84	4,203 89	332 05	\$10.
37			160 00	2,420 00	43 93	Free.
38	20 40	448 27	876 93	4,929 44	1,073 00	Free.
39	663 18	120 85	263 08	5,201 07	1,252 75	Res. free; Co. \$5; others \$25.
40		105 00	1,150 62	4,566 60		Free; non-res. \$10.
41	250 00	24 09	872 51	5,119 16	15 62	H.S.D. \$8; Co. \$10.
42		394 96	1,375 54	5,239 10	409 10	Co. free; outside Co. \$10.
43		178 20	1,061 69	4,214 89		Town, F. I. \$7, without Latin or French
44	141 55	50 00	834 37	3,645 92	131 38	[free; all others \$10.
45	62 97	34 71	411 56	3,089 44	460 22	Res. \$7; non-res. \$10.
46		216 76	642 32	4,661 47	731 20	\$10.
47	355 85	525 74	650 63	5,135 27	173 96	Town, 1st yr. \$5, other yrs. \$8; others \$10.
48	7,746 35		1,224 81	12,668 45	104 34	H.S.D. \$5; others \$10.
49	468 36	247 56	461 69	3,749 92	135 11	Res. \$6; non-res. \$10.
50		74 57	1,218 04	4,389 97	55 52	\$10; F. I. free to res.
51	60 00	44 95	265 59	2,932 90	338 71	Free.
52	62 29	4 50	301 14	1,704 95	561 02	Free.
53		90 50	1,044 88	3,777 32		\$10.
54	93 00	13 75	158 85	1,563 51	24 30	Free.
55		201 76	858 60	2,941 64	946 54	Free.
56	1,529 49		1,079 14	6,931 95		Lower and middle schools. \$10; upper \$35.
57	159 00	140 00	979 95	3,528 95	171 27	\$6.

COLLEGIATE INSTITUTES AND

I.—Table H.—Financial

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county.)	Municipal grants (local.)	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	c.	\$ c.	\$ c.
58 Oakville.....	571 43	628 62	2,200 00	490 00	396 85	4,286 90	3,267 30
59 Omemee.....	449 18	449 18	889 15	130 00	36 00	1,958 51	1,516 66
60 Orangeville.....	821 44	1,200 00	1,300 00	1,301 85	909 16	5,532 45	4,312 00
61 Oshawa.....	808 47	1,802 97	2,900 00	652 75	453 66	6,617 85	4,728 62
62 Paris.....	642 35	642 35	3,100 00	106 42	115 20	4,606 32	3,450 00
63 Parkhill.....	666 21	666 21	1,750 00	898 40	209 90	4,190 72	3,065 00
64 Pembroke.....	748 59	748 59	4,837 79	.....	26 82	6,361 79	3,645 10
65 Petrolia.....	741 39	1,952 01	2,600 00	126 00	3,734 84	9,154 24	4,116 01
66 Picton.....	874 65	2,574 63	3,200 00	.....	2,024 86	8,674 14	4,776 67
67 Plantagenet.....	.....	900 00	.....	.....	.....	900 00	555 00
68 Port Arthur.....	1,279 58	.....	3,600 00	.....	206 20	5,085 78	2,910 00
69 Port Dover.....	455 50	455 50	627 65	.....	289 36	1,828 01	1,440 00
70 Port Elgin.....	560 79	795 16	1,100 00	528 25	213 00	3,197 20	2,265 40
71 Port Hope.....	880 39	1,938 33	2,366 28	865 50	.....	6,050 50	4,727 56
72 Port Perry.....	631 00	871 00	2,028 26	375 75	257 97	4,163 98	3,230 00
73 Port Rowan.....	413 16	575 36	1,190 03	.....	.....	2,178 55	1,350 00
74 Prescott.....	627 61	406 73	2,025 00	119 00	79 72	3,258 06	2,386 64
75 Richmond Hill.....	550 85	880 09	300 00	807 50	184 46	2,722 90	1,909 57
76 Rockland.....	.....	.....	1,000 00	.....	6,000 00	7,000 00	600 00
77 Sault Ste. Marie.....	1,094 32	.....	3,995 00	925 00	5,130 25	11,144 57	3,225 00
78 Simcoe.....	787 66	2,089 15	2,207 73	16 00	44 79	5,145 33	4,055 00
79 Smith's Falls.....	730 48	.....	3,138 16	244 50	75 00	4,188 14	3,670 00
80 Smithville.....	457 39	685 00	925 00	.....	681 35	2,748 74	1,450 00
81 Stirling.....	522 15	836 76	649 85	350 00	498 27	2,856 53	1,963 90
82 Streetsville.....	443 62	1,150 00	300 00	227 00	1,215 67	3,336 29	1,730 00
83 Sydenham.....	588 33	2,100 00	.....	409 80	320 86	3,418 99	2,469 54
84 Thorold.....	506 70	632 73	1,900 00	.....	140 21	3,179 64	1,800 00
85 Tillsonburg.....	605 88	605 88	1,300 00	370 00	777 28	3,659 04	2,305 22
86 Toronto Technical.....	.....	.....	31,281 00	4,599 79	2,682 99	38,553 78	28,006 63
87 Trenton.....	682 19	555 79	3,458 88	39 00	1,508 38	6,244 24	3,106 88
88 Uxbridge.....	*705 91	891 13	1,000 00	693 25	134 07	3,424 36	2,755 00
89 Vienna.....	438 30	588 30	550 00	.....	563 14	2,139 74	1,243 93
90 Walkerton.....	755 03	1,111 95	1,900 00	761 75	526 74	5,055 47	3,980 00
91 Wardsville.....	435 29	435 29	275 00	219 10	366 61	1,731 29	1,189 83
92 Waterdown.....	509 69	909 69	450 00	367 50	.....	2,236 88	1,840 00
93 Waterford.....	610 70	1,290 95	800 00	.....	740 14	3,441 79	2,520 78
94 Watford.....	673 74	1,781 05	600 00	376 00	1,794 05	5,224 84	2,867 50
95 Welland.....	666 68	1,705 21	1,800 00	.....	1,714 42	5,886 31	3,100 00
96 Weston.....	540 19	700 00	700 00	569 00	473 05	2,982 24	2,266 65
97 Wiarton.....	577 44	652 19	1,700 00	346 00	2,459 00	5,734 63	2,549 43
98 Williamstown.....	638 02	818 05	3,582 04	.....	1,447 70	6,485 81	2,896 50
I Totals, High Schools.....	62,857 67	94,323 18	207,064 78	42,403 12	86,638 98	493,287 73	293,726 28
2 Totals, Collegiate Institutes.....	58,781 18	60,630 27	334,559 36	86,483 38	62,524 31	602,978 50	372,421 10
3 Grand totals, 1905.....	121,638 85	154,953 45	541,624 14	128,886 50	149,163 29	1,096,266 23	666,547 38
4 " 1904.....	120,799 49	148,271 37	447,734 04	116,758 04	127,304 71	960,867 65	620,710 27
5 Increases.....	839 36	6,682 08	93,890 10	12,128 46	21,858 58	135,398 58	45,837 11
6 Decreases.....	.....	.....	.....	.....	.....	.....	.....
7 Percentages.....	11.1	14.13	49.40	11.76	13.61	.....	66.36

* Grant (\$50.00) for Cadet corps included. Cost per pupil, enrolled attendance, \$35.05;

HIGH SCHOOLS—Continued.

Statement.—Concluded.

Expenditure.						Charges per year for tuition.
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ e.	\$ c.	
58 164 25	128 00	42 57	684 78	4,286 90		\$5; \$8.
59 33 00		65 56	327 10	1,942 32	11 19	H. S. D. free; others \$10.
60 223 10		166 32	734 62	5,436 04	96 41	Town \$9; others \$10.
61	96 53	136 83	934 89	5,896 37	721 48	Form I free; others \$7.50.
62 217 00	137 38	98 14	703 80	4,606 32		Res. and Co. free; others \$20.
63	46 29	85 00	498 56	3,694 85	495 87	\$6; \$8; \$10.
64 1,640 77	3 95	160 59	911 38	6,361 79		Free.
65 389 26		117 03	652 02	5,274 32	3,879 92	Free.
66 165 20	90 94	198 75	964 44	6,196 00	2,478 14	Free.
67 59 16	13 32	97 56	97 75	822 79	77 21	Free.
68 880 23	63 45	180 00	564 09	4,597 77	488 01	Free.
69 101 68		39 93	246 40	1,828 01		Free.
70			484 75	2,750 15	447 05	Village \$6.50; Co. \$10.
71		317 28	1,005 66	6,050 50		Co. free; town and others \$9.
72 462 70		6 85	449 25	4,148 80	15 18	F. I free; others \$7.50.
73 209 80	286 88	30 00	301 87	2,178 55		Free.
74	49 70	33 87	738 83	3,209 04	49 02	Res. free; non-res. \$5.
75 104 85		1 00	512 59	2,528 01	194 89	\$10.
76 5,966 00		150 00	284 00	7,000 00		Free.
77 5,641 87		63 33	674 82	9,605 02	1,539 55	\$10.
78	118 49	249 09	722 75	5,145 33		H. S. D. and Co. free; others \$10.
79	18 20	82 74	417 20	4,188 14		Res. free; Co. \$5; others \$10.
80 46 00	192 29	63 06	258 48	2,009 83	738 91	Free.
81 145 20	12 20	8 50	492 65	2,622 45	234 08	\$10.
82	32 54	210 88	240 45	2,213 87	1,122 42	\$5.
83 222 00	126 74	47 60	349 94	3,215 82	203 17	Res. \$5; non-res. \$6.
84 92 45	40 01	118 07	483 11	2,533 64	646 00	Free.
85 377 65	31 93	10 43	767 78	3,493 01	166 03	H. S. D. 1st year free; others \$6.
86 26 50	777 38	2,955 12	6,792 15	38,563 78		1st year free; 2nd year \$9; 3rd yr. \$15; special students \$2 per subject.
87 811 50	694 43	120 00	917 30	5,650 11	594 13	Town free; Co. and adjoining Cos. 65 % of cost of maintenance; others \$10.
88	63 90	18 82	526 94	3,364 66	59 70	Res. \$5; Co. and others \$7.50.
89 86 35		130 00	168 25	1,628 53	511 21	Free.
90		131 65	576 76	4,688 41	367 06	\$10.
91	29 31	7 59	498 58	1,725 31	5 98	Res. \$7.50; others \$10.
92 20 00	79 20	15 70	234 86	2,189 76	47 12	\$5.
93	13 01	28 42	602 59	3,164 80	276 99	Free.
94			902 70	3,770 20	1,454 64	Res. and non-res. \$10; Co. free.
95 304 60	135 25	23 83	683 04	4,246 72	1,639 59	Free.
96 95 23	33 03	37 77	393 59	2,826 27	155 97	\$10.
97 64 70	143 32	100 36	2,876 80	5,734 61	02	\$5.
98	45 25		2,742 61	5,684 36	801 45	Free.
1 45,740 61	8,512 29	12,255 13	75,975 31	436,209 62	57,078 11	48 free; 50 not free.
2 57,774 47	11,036 42	10,755 86	115,900 77	568,288 62	34,689 88	9 free; 33 not free.
3 103,515 08	19,548 71	23,010 99	191,876 08	1,004,498 24	91,767 99	57 free; 83 not free.
4 50,512 10	22,481 91	15,128 93	168,254 24	877,087 45	83,780 20	56 free; 82 not free.
5 53,002 98		7,882 06	23,621 84	127,410 79	7,987 79	1 free; 1 not free.
6	2,933 20					
7 10.30	1.95	2.29	19.10			40.71 % free; 59.29 % not free.

average attendance, \$57.18.

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the Schools

Collegiate Institutes.	Pupils.				Number of pupils in—			Number of pupils from—			Occupation of			
	Boys.	Girls.	Total.	Average attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.	Commerce.	Agriculture.	Professions.	Mechanical occupations.
1 Aylmer.....	85	84	169	104	82	63	24	68	100	1	24	95	18	24
2 Barrie.....	124	130	254	154	131	102	21	154	96	4	73	87	26	40
3 Berlin.....	148	136	284	177	185	79	20	153	122	9	132	36	46	31
4 Brantford.....	183	197	380	237	235	106	39	275	97	8	128	99	34	87
5 Brockville.....	168	188	356	218	233	87	36	274	76	6	61	68	21	121
6 Chatham.....	215	250	465	305	305	138	22	326	138	1	143	129	67	91
7 Clinton.....	88	89	177	104	110	51	16	98	78	1	43	60	17	37
8 Cobourg.....	74	86	160	102	108	42	10	92	68	....	71	55	10	4
9 Collingwood.....	126	133	259	150	164	74	21	165	55	39	102	101	16	9
10 Galt.....	133	171	304	179	204	90	10	181	100	23	67	64	14	133
11 Goderich.....	101	167	268	164	116	120	32	165	101	2	35	110	30	85
12 Guelph.....	131	183	314	190	211	69	34	247	56	11	124	66	48	53
13 Hamilton.....	388	495	883	537	507	253	123	710	108	65	320	109	95	261
14 Ingersoll.....	94	109	203	119	152	29	22	99	70	34	50	88	16	43
15 Kingston.....	268	343	611	377	355	229	27	514	87	10	215	83	90	136
16 Lindsay.....	158	178	336	200	176	127	33	208	99	29	102	106	32	48
17 London.....	521	513	1,034	617	677	254	103	831	186	17	362	157	92	342
18 Morrisburg.....	117	117	234	150	85	110	39	91	138	5	24	113	13	44
19 Napanee.....	122	157	279	176	160	90	29	144	129	6	58	116	36	40
20 Niagara Falls.....	130	185	315	183	231	57	27	242	53	20	79	62	33	56
21 Orillia.....	131	174	305	182	185	96	24	159	87	59	103	77	39	55
22 Ottawa.....	411	346	757	479	585	135	37	662	63	32	195	37	117	310
23 Owen Sound.....	219	246	465	293	254	147	64	271	141	53	124	159	36	81
24 Perth.....	96	119	215	134	165	32	18	130	81	4	43	74	22	52
25 Peterborough.....	179	187	366	246	284	56	26	310	50	6	80	48	64	96
26 Renfrew.....	122	166	288	159	188	86	14	131	144	13	74	105	13	59
27 Ridgetown.....	102	110	212	114	138	60	14	82	124	6	42	86	8	22
28 St. Catharines.....	144	199	343	184	247	73	23	221	109	13	98	43	22	42
29 St. Mary's.....	106	171	277	180	131	115	31	134	66	77	58	120	27	44
30 St. Thomas.....	202	259	461	298	341	100	20	342	119	....	103	119	17	133
31 Sarnia.....	145	180	325	215	248	54	23	240	76	9	106	50	36	102
32 Seaforth.....	113	117	230	139	125	74	31	96	116	18	31	136	9	32
33 Stratford.....	166	197	363	233	226	104	33	267	79	17	115	85	35	111
34 Strathroy.....	79	100	179	113	122	51	6	99	77	3	42	77	21	19
35 Toronto (Harbord).....	306	387	693	432	469	171	53	688	5	....	292	2	116	198
36 " (Jameson).....	194	251	445	284	327	85	33	432	10	3	160	2	25	140
37 " (Jarvis).....	311	294	605	362	417	143	45	563	28	14	313	13	99	140
38 Toronto Junction.....	162	158	320	193	206	90	24	205	35	80	105	56	32	77
39 Vankleek Hill.....	77	129	206	131	139	52	15	68	118	20	17	130	10	32
40 Whitby.....	70	93	163	97	96	51	16	93	69	1	28	69	20	31
41 Windsor.....	135	218	353	227	280	51	22	278	72	3	123	42	27	131
42 Woodstock.....	153	195	348	211	251	63	34	213	125	10	131	91	29	46
Totals.....	6,997	8,207	15,204	9,349	9,851	4,059	1,294	10,721	3,751	732	4,596	3,425	1,573	3,638

HIGH SCHOOLS.—Continued.

and in the Various Subjects, etc.—

Parents.		Number of Pupils in the various subjects.											
Laboring occupations.	Other callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra.
1	8	152	169	169	145	152	83			145	140	153	162
2	15	234	254	254	247	254	168			186	167	219	226
3	38	1	280	280	265	130	60			209	229	272	260
4	18	14	335	367	367	228	128			265	272	335	365
5	73	12	326	350	350	316	101			298	316	316	298
6	27	8	305	465	465	320	342			342	443	305	342
7	14	6	157	173	174	146	92		11	159	88	160	173
8	20		160	160	160	150	52			108	108	150	160
9	31		243	256	221	228	78			194	179	236	211
10	11	15	294	304	304	166	134			164	247	294	225
11	5	3	236	252	252	236	142			102	110	252	201
12	17	11	280	314	314	280	234			211	211	280	230
13	7	91	748	845	847	760	868			539	507	756	838
14	2	4	191	200	200	191	200			191	152	191	183
15	41	46	512	608	608	324	350			456	512	548	507
16	16	32	336	336	336	226	330			226	226	323	256
17	34	47	931	990	990	677	990			677	677	931	813
18	17	23	204	234	230	204	193			204	234	204	230
19	14	15	210	270	271	195	171			183	190	240	240
20	61	24	288	312	312	288	288			208	231	288	312
21	4	27	196	289	289	203	157		9	240	180	207	250
22	22	76	723	757	753	601	470			529	580	718	755
23	33	32	401	465	465	359	424			364	213	401	400
24	6	18	206	215	215	206	210			206	150	205	213
25	58	20	310	360	360	306	306			340	280	340	399
26	22	15	188	288	288	138	152		306	188	188	188	238
27	14	40	202	212	212	202	212			202	138	202	144
28	40	98	320	343	343	320	270			320	270	320	340
29	21	7	131	269	269	253	261			168	131	131	269
30	65	24	441	461	461	278	175			283	286	441	337
31	20	11	309	318	318	257	263			267	230	309	287
32	16	6	166	220	218	196	162			112	125	199	208
33	3	14	363	343	360	360	360			200	243	330	335
34	13	7	176	179	178	170	175			170	122	176	170
35	85		672	693	693	428	425			590	576	672	693
36	88	30	425	440	440	364	442			367	365	397	432
37	.....	40	541	588	588	223	555			347	464	532	592
38	21	29	296	312	312	296	313			247	247	305	256
39	13	4	202	206	206	136	117			176	123	199	180
40	14	1	155	161	161	155	161			110	96	147	161
41	15	15	279	350	222	171	187			167	225	314	217
42	14	37	314	348	340	314	340			286	281	314	205
971	1,001	13,428	14,956	14,830	11,487	12,077	4,811	.....	326	10,946	10,702	13,500	13,313

COLLEGIATE INSTITUTES AND

II.—TABLE I.—Attendance, Pupils in the Schools

Collegiate Institutes.	Number of Pupils in the									
	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physics.
1 Aylmer.....	162	20	110	2	149	.....	4	5	87	137
2 Barrie.....	175	18	167	30	186	5	166	166	177	231
3 Berlin.....	189	17	57	166	107	2	107	107	97	173
4 Brantford.....	358	26	318	81	242	9	181	181	152	259
5 Brockville.....	189	20	230	72	269	7	108	108	95	260
6 Chatham.....	335	22	235	37	281	42	188	188	107	320
7 Clinton.....	173	16	72	12	142	10	71	71	42	162
8 Cobourg.....	162	10	99	12	112	.....	54	54	98	98
9 Collingwood.....	211	14	115	16	176	.....	9	171	81	120
10 Galt.....	164	9	176	49	166	4	.....	170	94	201
11 Goderich.....	200	21	115	55	118	9	65	65	162	166
12 Guelph.....	230	34	197	61	205	6	82	82	65	210
13 Hamilton.....	838	91	562	208	770	13	43	548	257	691
14 Ingersoll.....	140	20	141	2	117	.....	68	68	59	146
15 Kingston.....	499	19	444	109	407	17	26	56	103	238
16 Lindsay.....	211	26	166	22	189	10	9	100	96	186
17 London.....	670	59	772	64	548	21	26	603	268	827
18 Morrisburg.....	230	39	165	24	191	12	110	109	149	214
19 Napanee.....	137	22	193	39	205	4	124	124	96	251
20 Niagara Falls.....	106	24	168	14	185	.....	165	165	75	242
21 Orillia.....	198	23	126	28	209	7	166	166	149	239
22 Ottawa.....	421	57	709	103	605	18	422	438	140	572
23 Owen Sound.....	400	54	270	17	316	15	12	234	390	441
24 Perth.....	167	15	141	21	156	13	129	107	39	211
25 Peterborough.....	266	16	170	32	170	1	200	200	75	270
26 Renfrew.....	238	14	150	21	149	3	.....	50	54	148
27 Ridgetown.....	144	14	54	8	138	2	7	7	68	74
28 St. Catharines.....	231	19	157	54	172	16	78	74	90	126
29 St. Mary's.....	264	23	189	41	250	8	135	135	240	276
30 St. Thomas.....	235	20	108	26	205	3	217	217	103	461
31 Sarnia.....	170	16	152	28	191	13	114	114	56	222
32 Seaforth.....	159	21	149	32	198	6	7	7	87	99
33 Stratford.....	233	33	104	159	264	4	219	219	319	337
34 Strathroy.....	130	6	110	16	155	4	3	3	20	160
35 Toronto (Harbord).....	693	61	680	288	648	57	404	404	157	492
36 Toronto (Jameson).....	424	18	428	232	402	34	12	14	85	92
37 Toronto (Jarvis).....	588	85	581	160	517	38	331	346	133	525
38 Toronto Junction.....	166	14	144	45	209	18	112	112	89	221
39 Vankleek Hill.....	146	12	125	7	149	2	106	106	54	99
40 Whitby.....	161	12	73	15	123	.....	1	110	150	150
41 Windsor.....	141	20	179	34	174	2	185	185	54	261
42 Woodstock.....	205	21	202	39	211	10	150	151	98	230
Totals.....	11,159	1,107	9,498	2,481	10,376	445	4,616	6,540	5,010	10,838

HIGH SCHOOLS. —Continued.

and in the various Subjects, etc.—Continued.

various Subjects.—Continued.

	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Special Courses.				
								Commercial.	Manual Training.	Household Science.	Arithmetic and Grammar.	Art.
1		82	82			82	145				26	
2		106	123	71	23	107	252					
3		162	154	84	30	154	213	86	113	142	20	
4		192	160	76	68	185	235	76	112	80	68	18
5		196	196	45	48	176		48			45	
6		253	253	123	123	182	443	123			138	
7		46	88	55	50	82	161	4			44	
8		108	108	108	45	75	160	45	30		26	
9		132	132	56	36	179	241	25			55	
10		183	125	80	86	119	284	78			45	
11		115	111	68	41	97	232	40			114	
12		130	130	80	80	50	280	80		32	69	
13		760	175	50	15	279	750	20	328	382	100	
14		90	18	22	15	48	200	10	63	75	39	
15		114	172	88	92	72		85	175		47	52
16		176	176	49	49	176	326	49			41	
17		677	544	167	58	454	758	167	165	340	138	
18		85	90	33	30	111	190	22			114	
19	8	118	160	80	40	190	222	2			39	
20		100	175	129	49	191	231	125			23	
21		150	150	42	50	180	270				76	
22		458	252	62	82	417	735	64			40	
23		230	221	36	34	230	274	42			137	
24		45	109			151	212					
25		263	255	91	30		350	102			30	
26		96	92	47	48	66	288	50	43	25	86	
27		77	77	45	45	90	202	66			57	
28		183	183	112	57	18	330	112			87	
29		67	128	50	6	167	254	51			110	
30		226	226	124	90	177	461	71			100	
31		156	136	106	67	116	292	67			36	
32		125	64	14	29	64	200	18			58	
33		226	142	90	75	66			92	116	80	
34		78	85	28	35	140	170	8			53	
35		428	19			429	439				17	
36		365	354			365	417				18	
37		237	226			337	560					
38		173	109	61	61	148		61			29	
39		78	92	22	28	106	188	22			52	
40		92	100	25		105	163				15	
41		135	150	136	72	241	261	131			30	44
42		130	144	72	50	120	296	34	113		12	10
	8	7,843	6,476	2,627	1,837	6,742	11,685	1,984	1,234	1,192	2,214	124

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

High Schools.	Pupils.				Number of Pupils in			Number of Pupils from		
	Boys.	Girls.	Total.	Average Attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.
1 Alexandria.....	65	82	147	89	116	31	.....	127	12	8
2 Almonte.....	58	78	136	85	70	59	7	93	32	11
3 Arnprior.....	57	86	143	83	96	40	7	123	3	17
4 Arthur.....	62	78	140	92	89	41	10	64	75	1
5 Athens.....	83	122	205	130	109	86	10	82	119	4
6 Aurora.....	44	65	109	62	69	33	7	50	57	2
7 Beamsville.....	27	30	57	32	35	22	.....	26	31	.....
8 Belleville.....	121	148	269	152	192	62	15	221	46	2
9 Bowmanville.....	59	85	144	90	72	57	15	76	62	6
10 Bradford.....	75	73	148	90	91	57	.....	57	87	4
11 Brampton.....	95	77	172	118	98	48	26	81	87	4
12 Brighton.....	29	44	73	40	50	23	.....	31	42	.....
13 Caledonia.....	50	81	131	80	79	43	9	43	66	22
14 Campbellford.....	19	93	172	100	130	34	8	105	59	8
15 Carleton Place.....	69	90	159	105	82	65	12	121	25	13
16 Cayuga.....	39	44	83	51	50	27	6	27	56	.....
17 Chesley.....	53	56	109	70	58	42	9	72	24	13
18 Colborne.....	36	35	71	44	28	43	.....	37	34	.....
19 Cornwall.....	143	168	311	197	214	70	27	154	133	24
20 Deseronto.....	34	67	101	69	60	30	11	72	17	12
21 Dundas.....	78	66	144	91	96	48	.....	86	58	.....
22 Dunnville.....	65	86	151	90	105	38	8	95	47	9
23 Dutton.....	74	131	205	131	84	84	37	64	128	13
24 East Toronto.....	58	40	98	54	75	19	4	65	31	2
25 Elora.....	26	51	77	49	36	27	14	42	35	.....
26 Essex.....	43	77	120	86	61	37	22	52	67	1
27 Fergus.....	70	72	142	82	80	42	20	74	66	2
28 Forest.....	59	69	128	76	68	48	12	63	65	.....
29 Fort William.....	41	47	88	46	71	15	2	85	2	1
30 Gananoque.....	54	86	140	94	95	39	6	106	24	10
31 Georgetown.....	68	85	153	94	110	35	8	52	64	37
32 Glencoe.....	57	51	108	66	53	44	11	34	71	3
33 Gravenhurst.....	33	43	76	44	47	27	2	75	1	.....
34 Grimsby.....	37	43	80	46	60	20	.....	35	21	24
35 Hagersville.....	63	60	123	80	83	34	6	58	65	.....
36 Harriston.....	62	58	120	80	51	52	17	60	24	36
37 Hawkesbury.....	26	32	58	37	42	10	6	34	23	1
38 Iroquois.....	70	89	159	103	107	40	12	63	75	21
39 Kemptville.....	95	124	219	145	106	87	26	63	78	78
40 Kenora.....	40	43	83	50	68	14	1	80	3	.....
41 Kincardine.....	97	105	202	132	119	69	14	101	99	2
42 Leamington.....	61	89	150	91	87	55	8	66	71	13
43 Listowel.....	87	78	165	106	91	50	24	146	.....	19
44 Lucan.....	85	76	161	110	91	49	21	61	98	2
45 Madoc.....	37	41	78	54	38	35	5	39	39	.....
46 Markham.....	135	110	245	144	143	68	34	25	198	22
47 Meaford.....	65	96	161	103	78	67	16	63	82	16
48 Midland.....	38	48	86	50	56	25	5	66	19	2
49 Mitchell.....	66	54	120	77	65	55	.....	64	54	.....
50 Mount Forest.....	59	75	134	88	77	50	7	83	16	35
51 Newburgh.....	82	68	150	104	78	72	.....	45	101	4
52 Newcastle.....	26	41	67	38	42	25	.....	24	43	.....
53 Newmarket.....	67	68	135	79	92	43	.....	74	57	4
54 Niagara.....	18	32	50	24	40	10	.....	36	14	.....
55 Niagara Falls South.....	33	43	76	34	54	22	.....	42	34	.....
56 North Bay.....	44	61	105	65	78	21	6	101	4	.....
57 Norwood.....	88	80	168	105	110	58	.....	65	79	24

AND HIGH SCHOOLS.—Continued.

and in the various subjects, etc.—Continued.

Occupation of Parents.						Number of Pupils in the various subjects.											
Commerce.	Agriculture.	Professions.	Mechanical occupations.	Laboring occupations.	Other callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	
1	15	99	2	18	13	.....	147	147	147	147	31	.....	.....	147	147	147
2	23	51	9	42	5	6	130	128	128	128	39	.....	.....	118	103	136
3	43	30	5	37	22	6	136	140	140	29	140	44	.....	136	96	136
4	30	76	1	14	7	12	130	140	140	130	140	51	.....	130	100	82
5	30	125	12	20	13	2	195	203	204	195	203	94	.....	190	107	195
6	21	44	8	21	9	6	10	102	109	109	109	40	.....	109	109	102
7	9	24	6	11	5	2	57	57	57	57	57	22	.....	54	40	57
8	98	36	38	88	8	1	254	269	269	192	269	77	.....	192	269	254
9	14	70	12	17	23	8	135	140	140	129	140	57	11	11	122	100	135
10	28	86	11	12	11	.....	148	148	148	130	148	52	.....	135	91	148
11	28	42	22	35	33	12	142	172	170	142	170	54	.....	156	102	156
12	9	40	5	7	12	.....	73	73	73	50	73	23	.....	50	50	73
13	14	87	7	10	9	4	79	128	128	122	128	52	.....	128	79	79
14	44	72	10	20	16	10	164	172	172	164	172	52	.....	164	120	164
15	44	33	25	44	12	1	82	157	157	147	100	23	.....	100	100	82
16	14	45	4	16	3	1	78	82	82	78	82	32	.....	73	60	78
17	32	36	13	20	6	2	100	108	108	99	107	50	.....	92	58	98
18	8	35	6	5	7	70	71	71	71	54	54	35	.....	54	36	71
19	76	90	35	60	38	12	300	307	307	214	191	93	.....	280	307	300
20	21	31	8	25	11	5	72	101	101	72	101	41	.....	90	72	72
21	32	31	10	48	7	16	144	144	144	144	144	48	48	144	132	96	144
22	46	44	12	33	12	4	143	151	151	104	151	39	.....	107	105	144
23	12	107	20	21	32	13	168	205	205	168	205	121	.....	168	84	168
24	25	9	13	37	3	11	98	98	98	98	98	23	.....	75	75	98
25	21	24	3	11	14	4	70	77	74	57	76	37	.....	70	46	70
26	32	63	14	6	4	1	97	119	119	97	115	90	.....	97	60	97
27	27	61	17	8	9	20	120	136	136	122	122	58	.....	129	80	120
28	20	57	11	9	16	15	119	126	126	119	85	58	.....	95	85	72
29	54	2	6	14	5	7	88	88	88	88	88	17	.....	88	71	88
30	28	33	20	59	.....	.....	138	140	140	95	140	45	.....	95	95	138
31	36	69	15	25	6	2	145	149	149	145	145	38	.....	145	110	145
32	19	56	11	14	8	.....	98	108	108	108	108	55	.....	98	53	98
33	18	9	3	20	17	9	76	76	76	66	67	24	.....	64	62	75
34	13	39	4	7	15	2	80	80	80	80	80	20	.....	80	60	80
35	12	57	12	26	14	2	123	123	123	118	123	47	.....	118	97	118
36	29	42	16	17	1	15	103	116	116	103	117	57	.....	106	51	103
37	25	16	7	7	3	.....	54	57	57	54	57	14	.....	58	41	55
38	21	88	11	25	14	.....	125	158	158	149	157	48	.....	149	107	126
39	58	62	20	54	21	4	215	219	219	196	211	102	.....	171	93	193
40	17	1	13	26	5	21	82	83	83	82	82	13	.....	88	68	82
41	45	101	14	27	13	2	119	198	198	188	198	79	.....	188	119	119
42	19	48	22	34	11	16	130	140	140	135	140	55	.....	127	85	130
43	55	60	20	19	1	10	138	160	160	138	160	69	.....	137	91	140
44	20	85	10	20	15	11	144	161	161	144	120	39	.....	144	95	105
45	20	31	7	10	8	2	73	73	73	73	73	59	.....	73	38	73
46	41	131	25	21	7	20	211	245	245	211	245	102	.....	211	143	211
47	28	80	17	20	5	11	145	161	161	145	161	83	.....	137	78	145
48	12	12	7	26	33	2	84	85	85	80	85	50	.....	84	78	84
49	28	48	10	20	3	11	1	120	120	120	120	55	.....	104	82	120
50	35	44	15	19	6	15	127	134	134	77	134	57	.....	127	77	127
51	10	100	4	13	20	3	146	150	150	149	149	72	.....	149	150	150
52	8	36	6	2	5	10	67	67	67	67	67	25	.....	67	42	67
53	35	45	11	29	12	3	92	135	135	135	135	43	.....	121	92	92
54	2	14	8	11	10	5	50	50	50	24	50	10	.....	50	40	50
55	19	28	6	16	4	3	76	76	76	76	76	22	.....	58	54	76
56	15	5	7	41	33	4	97	105	105	99	103	23	.....	97	81	103
57	8	124	4	22	6	4	168	168	168	168	168	58	.....	168	110	168

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the Schools

	Number of pupils in the various									
	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.	Chemistry.
1 Alexandria	147	70	.....	139	.....	139	.....	129	129	31
2 Almonte	126	86	7	68	3	102	4	101	94	58
3 Arnprior	139	61	5	38	.....	121	5	95	95	28
4 Arthur	140	140	7	32	.....	46	.....	100	100	58
5 Athens	202	202	10	107	7	196	5	85	90	145
6 Aurora	109	109	7	45	4	75	.....	69	69	71
7 Beamsville	56	57	.....	12	.....	26	.....	40	40	36
8 Belleville	260	255	15	150	.....	140	.....	150	85	85
9 Bowmanville	142	140	13	88	16	110	2	79	79	120
10 Bradford	137	140	.....	75	.....	124	.....	58	62	62
11 Brampton	165	122	20	135	10	156	6	10	112	52
12 Brighton	69	48	.....	32	.....	53	.....	58	22	22
13 Caledonia	128	128	6	65	8	110	.....	79	79	76
14 Campbellford	172	164	8	68	6	98	4	94	94	91
15 Carleton Place	157	120	7	76	10	92	2	105	85	80
16 Cayuga	82	82	4	38	.....	57	.....	61	61	29
17 Chesley	105	105	8	71	9	100	2	58	106	106
18 Colborne	71	53	.....	25	4	58	.....	36	36	35
19 Cornwall	252	252	22	175	20	182	6	112	112	294
20 Deseronto	101	100	8	63	15	56	1	72	72	30
21 Dundas	138	88	.....	79	6	112	.....	95	95	87
22 Dunnville	146	85	8	47	10	92	.....	97	97	62
23 Dutton	205	205	37	28	1	200	.....	110	110	179
24 East Toronto	98	98	4	86	12	90	6	84	84	92
25 Elora	76	53	14	40	12	76	.....	65	42	34
26 Essex	115	90	18	77	18	114	7	1	61	115
27 Fergus	135	135	12	75	23	106	5	80	80	117
28 Forest	127	82	12	96	34	109	.....	85	87	52
29 Fort William	88	86	2	78	3	78	.....	71	41	15
30 Gananoque	128	111	6	96	33	71	.....	52	52	81
31 Georgetown	148	148	4	27	4	109	1	125	125	32
32 Glencoe	108	108	11	48	.....	94	.....	5	58	55
33 Gravenhurst	76	74	1	36	.....	31	.....	47	47	27
34 Grimsby	79	46	.....	32	.....	41	.....	28	28	41
35 Hagersville	123	111	5	68	5	84	1	97	97	118
36 Harriston	116	116	17	40	34	98	.....	52	52	100
37 Hawkesbury	57	37	6	57	.....	47	.....	40	42	56
38 Iroquoia	158	95	11	77	7	118	5	131	131	87
39 Kemptonville	216	216	23	169	5	170	5	106	106	211
40 Kenora	83	83	1	39	.....	42	.....	27	27	13
41 Kincardine	148	148	10	97	16	121	3	78	76	121
42 Leamington	140	120	4	61	5	62	3	.....	60	53
43 Listowel	161	161	22	111	49	160	14	91	91	101
44 Lucan	161	159	17	73	6	132	.....	100	100	69
45 Madoc	73	39	.....	25	4	63	.....	100	38	30
46 Markham	245	245	34	156	25	235	7	10	153	98
47 Meaford	158	158	16	92	21	156	.....	4	4	159
48 Midland	86	85	5	49	4	55	.....	40	78	84
49 Mitchell	119	86	.....	40	.....	61	.....	82	82	52
50 Mount Forest	134	134	7	38	3	120	1	2	79	129
51 Newburgh	149	148	.....	49	.....	82	.....	92	92	62
52 Newcastle	67	67	.....	26	6	38	.....	.....	20	18
53 Newmarket	128	115	.....	82	.....	85	.....	92	92	130
54 Niagara	50	33	.....	23	1	35	.....	40	40	26
55 Niagara Falls South	76	22	.....	59	32	49	3	.....	.....	15
56 North Bay	95	72	6	78	4	73	.....	75	75	85
57 Norwood	160	162	.....	76	3	130	.....	.....	131	129

HIGH SCHOOLS.—Continued.

and in the various subjects, etc.—Continued.

subjects.—Continued.

	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Special Courses.				
									Commercial	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.
1	31		95	95			95	147				61	52
2	111		67	73	34	19	91		22			35	
3	136		78	78			96						
4	140		89	89			100	140				51	
5	197		90	90			90					85	
6	109		69	69			69					41	
7	57		17	17			40					22	
8	260		164	164			164						
9	129	1	72	72	20		72	120					
10	136		91	72	48		91		16				
11	165		38	96	30	30	102					24	
12	47		26	26									
13	129		60	60			79					43	
14	99		60	103	25								
15	125		40	82			104					65	
16	83		44	44			50					20	
17	106		36	36			65	58				41	
18	53		36	36			36						
19	301		152	92	59	59	152	148	59			70	
20	101		72	60			72	72				21	
21	143		96	95	37	39	96	117	12			1	
22	134		90	79	38		82	142				24	
23	205		26	57			57					84	
24	92		86	86			86					7	
25	76		23	23								34	
26	119		25	40	10		60	90		52		28	
27	135		41	41				80				32	
28	122		59	59			59					47	
29	88		72	70	70		72	60	20			5	
30	108		58	58	30	30	28	140	30			25	
31	148		109	109	18	32	109					36	
32	98		53	53			53					44	
33	55		46	46	8		46	76	8			12	
34	60		53	53			55					11	
35	120		71	71			71					16	
36	110		35	35	26	20	55	51					
37	57		33	33			38					13	
38	158	8	89	89	15		125					43	
39	211		56	56			93					191	
40	82		68	49			54					1	
41	145		50	83	51	50	105					69	
42	110		40	40			72					42	
43	162		91	43			91	141					
44	150		61	61	10	30	61	144				39	
45	73		38	38			38					35	
46	224	72	143	143	40	10							
47	161		43	76	12	12	78	145				67	
48	85		55	78		8	40	85				31	
49	120		26	54			54	120				39	
50	129		77	77			77	59				50	
51	71		78	70	70		92						
52	40		43	25								15	
53	135		69	75	48	45	90	132	13			43	
54	26		40	40	38	31	40		3			10	
55	15		32	52	33	33	54	76				22	
56	86		60	60	19	27	60		13			22	
57	131		110	75			79	62					

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the

High Schools.	Pupils.				Number of pupils in			Number of pupils from		
	Boys.	Girls.	Total.	Average attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.
58 Oakville.....	55	66	121	73	86	35	.....	64	47	10
59 Omemee.....	28	28	56	35	20	36	.....	28	25	3
60 Orangeville.....	85	116	201	121	96	81	24	90	61	50
61 Oshawa.....	78	94	172	104	114	45	13	106	56	10
62 Paris.....	69	68	137	84	106	22	9	83	46	8
63 Parkhill.....	76	83	159	103	87	52	20	73	74	12
64 Pembroke.....	90	65	155	92	103	44	8	134	20	1
65 Petrollea.....	59	105	164	103	94	52	18	96	68	.....
66 Picton.....	82	118	200	123	108	78	14	112	85	3
67 Plantagenet.....	8	24	32	27	32	.....	.....	18	5	9
68 Port Arthur.....	27	55	82	49	67	14	1	82	.....	.....
69 Port Dover.....	33	46	79	53	48	31	.....	46	23	10
70 Port Elgin.....	46	40	86	61	45	35	6	56	29	1
71 Port Hope.....	95	144	239	151	123	87	29	180	109	.....
72 Port Perry.....	61	59	120	68	78	35	7	55	45	20
73 Port Rowan.....	38	28	66	41	48	18	.....	26	40	.....
74 Prescott.....	50	74	124	73	89	32	3	87	36	1
75 Richmond Hill.....	57	58	115	75	75	28	12	113	.....	2
76 Rockland.....	17	27	44	38	42	2	.....	27	12	5
77 Sault Ste. Marie.....	59	91	150	85	113	37	.....	112	38	.....
78 Simcoe.....	86	91	177	103	109	53	15	73	101	3
79 Smith's Falls.....	64	122	186	126	125	48	13	134	30	22
80 Smithville.....	36	35	71	43	41	30	.....	36	32	3
81 Stirling.....	29	34	63	40	37	21	5	24	39	.....
82 Streetsville.....	34	29	63	42	34	24	5	19	33	11
83 Sydenham.....	41	75	116	77	68	48	.....	116	.....	7
84 Thorold.....	22	50	72	58	44	28	.....	52	13	7
85 Tillsonburg.....	52	73	125	77	82	43	.....	69	26	40
86 Toronto Technical.....	404	578	982	470	*690	†237	‡55	925	50	7
87 Trenton.....	82	95	177	104	124	31	22	117	18	42
88 Uxbridge.....	78	91	169	107	102	49	18	89	75	5
89 Vienna.....	12	25	37	18	17	20	.....	33	2	2
90 Walkerton.....	70	84	154	97	103	34	17	52	60	2
91 Wardsville.....	15	25	40	24	24	16	.....	21	14	5
92 Waterdown.....	53	66	119	72	68	42	9	84	11	24
93 Waterford.....	64	50	114	72	60	37	17	35	69	10
94 Watford.....	70	93	163	91	92	48	23	47	110	6
95 Welland.....	78	131	209	125	120	73	16	83	121	5
96 Weston.....	46	45	91	55	63	26	2	50	34	7
97 Wharton.....	50	59	109	65	54	45	10	65	39	5
98 Williamstown.....	54	59	113	66	85	28	.....	110	.....	3
1 Totals, High Schools.....	6,038	7,419	13,457	8,218	8,341	4,192	924	7,851	4,719	887
2 Totals, Collegiate Institutes..	6,997	8,207	15,204	9,349	9,851	4,059	1,294	10,721	3,751	732
3 Grand totals, 1905.....	13,035	15,626	28,661	17,567	18,192	8,251	2,218	18,572	8,470	1,619
4 Grand totals, 1904.....	12,718	14,991	27,709	16,730	17,879	7,855	1,975	17,754	8,217	1,708
5 Increases.....	317	635	952	837	313	396	243	788	253	.....
6 Decreases.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	89
7 Percentages.....	45.48	54.52	.....	61.29	63.47	28.79	7.74	64.80	29.55	5.65

* First year.

† Second year.

‡ Third year.

HIGH SCHOOLS.—Continued.

Schools and in the Various Subjects.—Continued.

Occupation of Parents.						Number of Pupils in the various subjects.												
Commerce.	Agriculture.	Professions.	Mechanical Occupations.	Laboring Occupations.	Other Callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediaeval History.	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra.	
58 22	55 12	17 5	10 8	5 2	120 56	120 183	120 196	120 199	120 186	120 158	120 158	120 72	120 159	120 151	99 142	96 130	120 188	
59 4	30 7	5 8	2 2	3 3	56 164	196 199	172 172	158 158	186 186	158 58	72 22	159 72	150 51	121 103	142 130	160 164	188 198	
60 50	90 21	30 10	10 4	1 1	112 139	130 130	130 130	139 139	139 139	139 139	137 70	136 77	122 122	105 105	94 84	121 121	169 169	
61 35	58 11	50 10	12 3	10 3	139 147	153 153	153 153	159 159	159 159	159 159	137 70	136 77	150 51	121 103	139 87	130 164	144 144	
62 28	53 13	38 4	26 10	38 12	137 164	164 164	164 164	164 164	164 164	164 164	137 70	136 77	150 51	105 105	108 108	137 164	155 155	
63 34	88 14	8 8	12 3	12 3	194 199	199 199	199 199	199 199	199 199	199 199	137 70	136 77	150 51	105 105	108 108	137 164	177 177	
64 47	18 15	39 26	10 14	12 3	32 32	32 32	32 32	32 32	32 32	32 32	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
65 38	43 8	25 38	12 3	12 3	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	59 59	
66 54	85 13	22 24	2 2	2 2	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
67 6	19 4	3 3	3 3	3 3	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
68 40	5 20	11 5	1 1	1 1	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
69 11	36 4	10 10	18 18	18 18	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
70 5	33 2	10 10	19 19	19 19	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
71 62	102 11	18 27	17 17	17 17	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
72 29	39 9	15 13	15 13	15 13	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
73 17	30 1	6 4	8 8	8 8	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
74 31	28 9	20 23	13 13	13 13	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
75 30	57 4	7 8	9 9	9 9	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
76 6	15 2	6 6	11 4	4 4	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
77 45	12 17	47 20	9 9	9 9	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
78 32	70 16	36 18	5 5	5 5	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
79 49	52 10	50 22	3 3	3 3	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
80 3	58 5	5 5	7 7	7 7	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
81 7	38 5	5 5	6 6	6 6	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
82 8	36 6	10 5	5 5	5 5	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
83 14	76 6	15 20	1 1	1 1	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
84 10	25 1	15 20	1 1	1 1	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
85 11	50 15	32 9	8 8	8 8	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
86 294	22 49	540 56	21 21	21 21	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
87 49	57 10	27 30	4 4	4 4	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
88 36	68 15	38 7	5 5	5 5	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
89 4	27 2	4 4	.....	.....	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32
90 46	42 17	20 14	15 15	15 15	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
91 2	26 7	3 1	1 1	1 1	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
92 13	51 12	23 16	4 4	4 4	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
93 21	73 7	4 2	7 7	7 7	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
94 34	89 8	28 4	.....	.....	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32
95 80	57 28	41 2	1 1	1 1	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
96 17	34 12	9 10	9 9	9 9	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
97 20	30 10	37 12	.....	.....	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32
98 5	67 8	12 8	13 13	13 13	78 78	78 78	78 78	78 78	78 78	78 78	137 70	136 77	150 51	105 105	108 108	137 164	32 32	
1 2,895	4,961	1,107	2,665	1,180	649	11,971	12,711	12,945	11,079	11,898	4,724	66	554	11,057	9,222	11,955	10,584	
2 4,596	3,425	1,573	3,638	971	1,001	13,428	14,956	14,830	11,487	12,077	4,811	.....	326	10,916	10,702	13,500	13,313
3 7,491	8,386	2,680	6,303	2,151	1,650	25,399	27,667	27,775	22,566	23,975	9,535	66	880	22,003	19,924	25,455	23,847	
4 7,645	8,516	2,604	7,099	.....	1,845	25,019	27,298	27,070	19,014	21,520	9,142	74	1,993	18,493	19,632	25,249	25,143
5 .....	.....	.....	.....	.....	.....	380	369	705	3,552	2,455	398	.....	.....	.....	3,510	292	206
6 .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1,113	.....	.....	.....	1,296
7 26.14	29.20	9.36	21.99	7.55	5.76	88.62	96.53	96.98	78.73	83.61	33.27	.....	23	3.74	76.84	69.51	88.81

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the

High Schools.	Number of pupils in								
	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.	Chemistry.
58 Oakville.....	82		28	3	78		69	69	103
59 Omemee.....	56	2	20		36			26	36
60 Orangeville.....	192	24	164	27	152	8	70	70	135
61 Oshawa.....	91	13	106	40	123	4		129	45
62 Paris.....	74	9	40	12	66	4	85	85	38
63 Parkhill.....	144	20	72	8	101	4	74	74	66
64 Pembroke.....	155	8	81	12	115	2	61	103	51
65 Petrolea.....	164	18	57	4	134		103	100	124
66 Picton.....	118	9	125	22	140	1	95	117	159
67 Plantagenet.....	32		32		14			32	32
68 Port Arthur.....	56	1	61	7	55	1	45	45	58
69 Port Dover.....	79		21	3	67	1	48	48	53
70 Port Elgin.....	86	6	40	14	78	1	86	86	35
71 Port Hope.....	182	29	137	15	156	3	45	45	84
72 Port Perry.....	104	6	59	9	71	6		60	65
73 Port Rowan.....	60		30		41		46	46	33
74 Prescott.....	62	1	41	4	57		43	43	31
75 Richmond Hill.....	78	6	77	5	74	1	60	70	31
76 Rockland.....	44		44		28				
77 Sault Ste. Marie.....	150		82		130		128	128	143
78 Simcoe.....	127	15	50	20	90	3	109	109	65
79 Smith's Falls.....	186	13	143	13	151	3	125	125	112
80 Smithville.....	49		12	2	61	2	41	41	71
81 Stirling.....	63	5	21		62		42	42	51
82 Streetsville.....	47	5	46	5	60		53	55	58
83 Sydenham.....	116		94	7	101		95	68	32
84 Thorold.....	60		58		48		50	50	28
85 Tillsonburg.....	125		81		82		107	107	43
86 Toronto Technical.....	601	60	490						251
87 Trenton.....	124	16	81	30	134		53	35	111
88 Uxbridge.....	108	16	107	16	92	2	102	102	150
89 Vienna.....	36	1	6		25		24	24	35
90 Walkerton.....	93	14	30	53	127	4	65	47	40
91 Wardsville.....	29		3		22		34	34	29
92 Waterdown.....	119	9	100	10	112	4	110	68	42
93 Waterford.....	83	5	48	15	97	2	68	68	77
94 Watford.....	154	13	61	10	151		90	92	155
95 Welland.....	142	15	114	24	162	4	120	120	83
96 Weston.....	54	1	49	13	70		54	54	24
97 Wiarton.....	109	6	12	4	100		54	54	71
98 Williamstown.....	75		75		90		72	72	112
1 Totals, High Schools.....	10,964	806	6,932	885	9,033	158	5,857	7,029	7,403
2 " Collegiate Institutes.....	11,159	1,107	9,498	2,481	10,376	445	4,616	6,540	5,010
3 Grand totals, 1905.....	22,123	1,913	16,430	3,366	19,409	603	10,473	13,569	12,413
4 " " 1904.....	20,519	1,759	16,039	3,274	19,409	637	4,764	11,463	9,038
5 Increases.....	1,604	154	391	92			5,709	2,106	3,375
6 Decreases.....						34			
7 Percentages.....	77.18	6.6	57.3	11.7	67.71	2.1	36.54	47.34	43.3

HIGH SCHOOLS.—Continued.

Schools and in the various subjects.—Concluded.

the various subjects.—Continued.

Special Courses.													
Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Manual Training.	Household Science.	Arithmetic and English Grammar.	Art.	
58	103	41	84	42	40	84		38			27		
59	56	20	12			12							
60	199	85	85			87					88		
61	156	89	103	50	58	86		23					
62	106	72	72	57	38	84		22			15		
63	72	87	74	52	74	87		32			52		
64	53	101	101			101					18		
65	164	54	54	54	10	85	59				52		
66	176	95	54	18	25	58		25					
67	32	32	32			32							
68	58	58	60	25	26	60		22					
69	75	18	16		16	16					31		
70	86	45	45			45	86				25		
71	95	123	85	63	76	65		63			43		
72	70	95	95	24			110	6					
73	66	33	45			45					18		
74	79	52	62	45	18	52		7			32		
75	115	75	75		19	75		5					
76	8	39	39			39							
77	150	98	98	65		102							
78	175	109	60	20		109	109				22		
79	186	140	140	23	34	140					35		
80	71	22	22			41					48		
81	63	37	37			37					30		
82	58	16	31			34					21		
83	116	38	38			38					24		
84	72	40	40	45	45	25					10		
85	125	68	68			101					50		
86	251	494	494	494	494	313		494		358		313	
87	124	89	89	33	8	82		11			15		
88	167	59	59			102	169				49		
89	37	18	18	1		20	12						
90	114	133	83	29	24	49					18		
91	38	24	24			24					14		
92	119	68	68			68					42		
93	113	60	60			68					37		
94	163	52	52		25	92	75				42		
95	209	53	76			120					23		
96	54	54	54	1	3	54					12		
97	78	54	54			54					36		
98	112	72	72			72					28		
1	11,063	81	6,631	6,676	1,930	6,899	3,020	944	52	358	2,644	365	
2	10,838	8	7,843	6,476	2,627	6,742	11,685	1,984	1,234	1,192	2,214	124	
3	21,901	89	14,474	13,152	4,557	13,641	14,705	2,928	1,286	1,550	4,859	489	
4	17,837	186	13,156	14,334	4,804	3,178	11,596	4,629	3,006	1,300	5,117	425	
5	4,064		1,318			167	2,045	10,076		433		64	
6		97		1,182	247			78	14		259		
7	76.41	.31	50.5	45.88	15.89	11.67	47.59	51.3	9.16	4.48	5.4	16.94	1.76

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

Collegiate Institutes.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Equip-					
				Value of Library.	Value of Typewriters.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including equipment.)
				\$	\$	\$	\$	\$	\$
1 Aylmer.....	B	4		664		673	140	33	680
2 Barrie.....	B	3		620	180	744	136	5	1,730
3 Berlin.....	B	4		712	835	1,384	115	20	1,000
4 Brantford.....	B	1 1/4		641	215	885	108	27	1,000
5 Brockville.....	B	3		823	112	1,145	191	10	
6 Chatham.....	B	1 1/4		786	500	1,541	201	12	600
7 Clinton.....	B	3 3/4		697	125	847	128	5	765
8 Cobourg.....	B	1		641	480	843	146	8	*
9 Collingwood.....	B	1 1/4	1	669	150	647	96	8	1,200
10 Galt.....	S	8 3/4		1,112	367	1,227	67	9	1,200
11 Goderich.....	S	4 1/4		673	265	586	71	20	2,500
12 Guelph.....	B	4	1	1,010	285	892	164	12	2,500
13 Hamilton.....	B & S	3		1,016	90	1,546	209	25	*
14 Ingersoll.....	B	2	1	695	180	759	121	4	811
15 Kingston.....	B	2	1	733	600	689	75	25	
16 Lindsay.....	B	2	1	1,420	250	1,137	154	10	600
17 London.....	B	3	1	972	560	3,046	173	43	*
18 Morrisburg.....	B	1	1	689	207	1,265	167	17	980
19 Napanee.....	B	3 1/2	1	944	245	931	126	18	800
20 Niagara Falls.....	B	5 1/2		783	315	622	88	25	1,063
21 Orillia.....	B	2 1/4		642	270	530	110	68	1,800
22 Ottawa.....	S	1		1,288	871	1,800	292	150	
23 Owen Sound.....	B	3	1	1,399	225	1,850	129	20	
24 Perth.....	B	4	1	791		833	155	10	560
25 Peterborough.....	B	1 1/2	1	649	265	1,026	159	25	
26 Renfrew.....	B	3 1/2	1	589	150	619	70	12	
27 Ridgetown.....	B	1 1/4		693	180	1,130	143	48	900
28 St. Catharines.....	B	1 1/4		631	270	815	135	18	900
29 St. Mary's.....	B	2		735	140	699	120	25	700
30 St. Thomas.....	B	2 1/4	1	929	660	1,125	110	18	1,323
31 Sarnia.....	B	2 3/4	1	811	315	758	127	12	1,380
32 Seaforth.....	B	2 3/4		794	180	804	138	2	600
33 Stratford.....	B	8		1,041	450	1,211	220	26	
34 Strathroy.....	B	1 1/4		958	180	885	116	28	380
35 Toronto (Harbord).....	B	1 1/2	1	1,315		2,267	175	28	4,000
36 Toronto (Jameson).....	B	1 1/2	1	1,688		2,293	155	15	4,000
37 Toronto (Jarvis).....	B	1 1/2	1	1,252		1,529	181	35	8,000
38 Toronto Junction.....	B	5 3/4		943	270	888	107	32	
39 Vankleek Hill.....	B	2 1/4		623	180	768	46	8	3,000
40 Whitby.....	B	1	1	631		550	115	10	850
41 Windsor.....	B	2 3/4	1	984	881	990	130	35	3,000
42 Woodstock.....	B	1		1,046	480	1,523	51	15	1,000
Totals.....			20	36,727	11,928	46,302	5,660	971	49,822

* Gymnasium is part of main building.

HIGH SCHOOLS.-Continued.

Information.

ment.		Religious and other Exercises					Destination of Pupils.						
	Value of Equipment of Gymnasium.	Value of Museum, Aquarium, etc.	Schools using authorized Scripture Readings.	Schools opened with Prayer.	Schools closed with Prayer.	Schools using Bible.	Commencement Exercises.	Number who entered mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
	\$	\$											
1	85	400		1				7	14	4	13	4	17
2	90			1				11	4	7	17	1	13
3	502	200	1	1		1	1	29	12	6	10	12	21
4	117			1		1		19	6	7	14	3	52
5				1		1	1	10	5	3	15	5	61
6	154		1	1				52	18		12	2	37
7	63		1	1		1	1	13	5	6	12		17
8	160		1	1				15	6	4	20	2	12
9	40			1				25	5	9	22	5	23
10	231	40	1	1			1	13	9	3	13		26
11	225		1	1				15	4	5	16		40
12	557	175		1			1	20	1	3	18	7	42
13	909	50	1	1		1	1	70	60	15	40	5	42
14	231	25	1	1			1	7	3		7		27
15		100	1	1		1		17	9	7	13	8	120
16	126	45		1			1	32	14	15	14	9	27
17	298	700		1				99	22	18	42	20	127
18	188	200		1			1	26	11	4	24	2	16
19	252		1	1			1	13	22	1	12	4	23
20	126			1		1	1		2	2	5	10	44
21	250			1		1		26	4	7	29		43
22	236		1	1	1	1		49	2	19	7	19	82
23	25			1			1	26	6	5	35	18	49
24	267	500	1	1			1	5	4	1	9	8	36
25				1				20	6	10	16	10	43
26			1	1			1	18		5	14	1	14
27	90	10		1				13	8	4	11	3	23
28	70	75	1	1			1	41	15	4	8	7	23
29	84			1				13	12	1	19	7	10
30	374			1				78	27	8	9	5	23
31	248			1			1	26	5	2	17	4	28
32	66		1	1				8	3	2	16	12	21
33	117	500		1			1	20	3	3	9	4	45
34	104		1	1				10	15	8	8	5	15
35	700			1			1	26		1	3	9	86
36	790		1	1		1		25	2	9	4		80
37	200	570		1			1	40	1	12	4	35	71
38			1	1			1	18	6	9	12	8	19
39	236			1			1	8	3	3	18		9
40	209			1		1		4	4		5	3	12
41	200	300					1	29	5	8	5	6	50
42	180	80		1			1	†30	†7	†6	†11	†5	†36
	8,800	3,970	19	41	1	13	31	1,026	370	246	608	274	1,605

† Estimated.

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

High Schools.	Brick, Stone or Frame School House.	Number of acres in playground.	Schools under united Board.	Equipment.					
				Value of Library.	Value of Typewriters.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium not including equipment.
				\$	\$	\$	\$	\$	\$
1 Alexandria.....	B	1 1/2		383		453	85	23	
2 Almonte.....	S	1	1	920	135	480	78	12	
3 Arnprior.....	B	1	1	308		367	89	16	
4 Arthur.....	B	2 1/2		328	95	675	38	31	
5 Athens.....	S	2		516		477	69	10	
6 Aurora.....	B	3		419		459	69	8	
7 Beamsville.....	B	1	1	326		287	70	6	
8 Belleville.....	B	1 1/2	1	304		569	174	21	
9 Bowmanville.....	B	2 3/4		610		537	60	8	
10 Bradford.....	B	3		333	35	339	100	42	
11 Brampton.....	B	2		479	65	639	66	34	
12 Brighton.....	B	2	1	298		319	42	10	
13 Caledonia.....	B	2	1	482		494	33	4	
14 Campbellford.....	B	1 1/2	1	371		503	29		
15 Carleton Place.....	S	1	1	721		352	65	8	
16 Cayuga.....	B	1		218		368	24		
17 Chesley.....	B	5		301		311	46		
18 Colborne.....	B	3 1/4	1	268		381	117	5	
19 Cornwall.....	B	3 1/2		518	315	425	126	13	
20 Deseronto.....	B	3 1/4		346		395	87	4	300
21 Dundas.....	B	4	1	482	95	548	109	20	
22 Dunnville.....	B	1 1/4		390		573	65	23	
23 Dutton.....	B	1		213		525	31		
24 East Toronto.....	B			289		279	30	6	
25 Elora.....	S	3 1/2		233	45	358	43	2	
26 Essex.....	B	3 1/4		373		492	70	28	500
27 Fergus.....	S	1	1	303		271	76	9	
28 Forest.....	B	2		317		443	94	22	
29 Fort William.....	B	3/4		169		216	57	3	
30 Gananoque.....	B	1	1	598	145	579	114	19	
31 Georgetown.....	B	4 1/2		257	65	464	76	10	
32 Glencoe.....	B	2		408		547	55	28	
33 Gravenhurst.....	B	7 1/2		265		387	58	5	
34 Grimsby.....	B	1 1/2	1	210		287	29	10	
35 Hagersville.....	B	1 1/2		341		545	54	28	
36 Harriston.....	B	3		66	37	343	22		
37 Hawkesbury.....	B	1 1/4	1	141		234	25		
38 Iroquois.....	B	3 1/4		641	50	1,214	142	18	
39 Kemptville.....	B	2	1	309		424	68		
40 Kenora.....	B	1	1	217		453	53		
41 Kincardine.....	B	4	1	583	520	744	82	34	
42 Leamington.....	B	1 1/4		266		419	92	32	
43 Listowel.....	B	3		333		518	55		250
44 Lucan.....	B	3		260	90	613	73	18	
45 Madoc.....	B	1		165		515	90		
46 Markham.....	B	2 1/4		280		850	55	38	
47 Meaford.....	B	2 1/2		357	270	462	81	7	1,250
48 Midland.....	B	6		285	95	716	25		
49 Mitchell.....	B	1 1/4		234		429	64	21	566
50 Mount Forest.....	B	2 1/2	1	448		599	43		
51 Newburgh.....	S	1 1/2	1	477		338	85		
52 Newcastle.....	B	1 1/4		219		326	52	4	
53 Newmarket.....	B	1 1/2		227	213	583	74	23	350
54 Niagara.....	B	2		134	100	166	70	16	
55 Niagara Falls South.....	B	2		286	95	357	41	3	
56 North Bay.....	B	2		20	360	325			
57 Norwood.....	B	8	1	362		341	21	2	

HIGH SCHOOLS—Continued.
Information.—Continued.

Equipment.—Con.		Religious and other Exercises.					Destination of Pupils.					
Value of Equipment of Gymnasium.	Value of Museum, Aquarium, etc.	Schools using authorized Scripture Readings.	Schools opened with Prayer.	Schools closed with Prayer.	Schools using Bible.	Commencement Exercises.	Number who entered mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
\$	\$											
1			1			1	2	2	1	6		7
2			1			1	15	1	3	5	5	26
3	38		1				6	1	1	14	3	20
4	13		1			1	8	11	2	3	2	4
5	4	1	1				2	5	2	37	2	4
6			1		1	1	13	10		8		9
7			1				8	6		6		5
8			1			1	18	3		12	20	43
9	2	2	1		1	1	11	13	3	8	3	12
10	43		1		1	1	5	10	3	6		5
11	10		1			1	6	12	18	11	9	3
12		1	1			1	4	4		2		13
13			1			1	3	12		11		8
14	50	1	1			1	12	6	1	10	2	16
15			1			1	11	3		9	2	21
16			1				6	4	1	3	1	9
17	5		1		1	1	2	3		2	1	3
18		1	1				3	1	1	3		7
19		1	1				33	7	1	19	1	16
20	210	50				1	8	2	1	6	1	14
21	39	50	1			1	17	8	4	9		12
22			1				20	7		2	1	27
23			1			1	11	12		5		5
24			1				10		1		2	13
25		1	1		1		2	3	1	2	3	9
26	220	50	1			1	4	2		15	3	14
27			1			1	7	3	2	11	2	6
28			1			1	3	1	3	5	4	21
29			1			1	11					7
30		1	1			1	9	4	4	7	1	13
31	5	1	1		1	1	6	4		4		13
32			1			1	5	4	3	2	1	11
33	500	1	1			1	4			2		9
34		1	1			1	6	4		2		5
35			1		1	1	5	11	6	4	2	5
36		1	1	1	1	1	12	5	5	8	6	7
37			1				1	2		1		9
38	275	1	1			1	11	11	1	4	4	12
39	18		1			1	15	15	12	20		6
40			1				4	1	1	1	5	9
41	27			1	1	1	24	10	5	12		2
42	15	1	1			1	6	8		8	3	10
43	42		1			1	5		2	17	1	16
44			1			1	1	3		6	4	4
45		1	1			1	3	1	2	8	2	12
46	13	1	1			1	18	18	2	10	7	21
47	239		1		1	1	6	7	1	17	1	12
48		1	1			1	1	3	1	2	2	12
49	233	1	1			1	8	5	1	1	6	36
50	10	1	1		1	1	3	1	1	14	3	12
51			1					2	3	9	4	8
52		1	1			1	7			3		8
53	97		1		1	1	1	4	1	8	3	37
54	10		1			1	1	2		2		11
55	30		1				5	4		1		17
56		1	1		1		2		3	2	1	
57			1		1	1	5	10	2	15	1	2

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

High Schools.	Brick, Stone or Frame School House.	Number of acres in playground.	Schools under United Board.	Equip-					
				Value of Library.	Value of Typewriters.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium, (not including equipment.)
				\$	\$	\$	\$	\$	\$
58 Oakville.....	B	1 1/2	1	271	150	252	59	3	.....
59 Omemece.....	B	1 1/2	1	.....	.....	141	4	.....	.....
60 Orangeville.....	B	2 1/2	.....	664	.....	590	57	26	.....
61 Oshawa.....	B	3 3/2	.....	280	200	437	113	14	.....
62 Paris.....	B	4	1	363	142	559	108	9	.....
63 Parkhill.....	B	3	1	316	140	514	100	3	.....
64 Pembroke.....	B	3 1/4	1	278	.....	509	94	15	.....
65 Petrolia.....	B	2 1/8	.....	407	90	622	44	5	.....
66 Picton.....	B	3 3/8	.....	665	450	684	118	45	.....
67 Plantagenet.....	B	1	.....	100	.....	56	17	.....	.....
68 Port Arthur.....	B & S	3	1	370	180	434	102	.....	.....
69 Port Dover.....	B	1	1	400	100	437	23	20	.....
70 Port Elgin.....	B	1 1/4	.....	241	.....	404	48	30	300
71 Port Hope.....	B	1 1/2	.....	583	350	600	96	8	.....
72 Port Perry.....	B	3 1/2	1	288	.....	457	44	8	200
73 Port Rowan.....	B	2 1/4	1	110	.....	198	44	6	.....
74 Prescott.....	B	1 1/8	1	285	120	370	112	18	.....
75 Richmond Hill.....	B	1	1	189	.....	316	54	35	3
76 Rockland.....	B	.....	.....	.....	.....	.....	.....	.....	.....
77 Sault Ste. Marie.....	B	.....	.....	263	.....	306	35	18	.....
78 Simcoe.....	B	5	1	354	.....	689	140	29	.....
79 Smith's Falls.....	B	3 1/4	1	554	110	495	67	5	.....
80 Smithville.....	B	1 1/2	.....	130	.....	297	40	.....	.....
81 Stirling.....	B	1	1	195	.....	291	42	.....	.....
82 Streetsville.....	B	1 1/4	.....	242	.....	254	71	2	.....
83 Sydenham.....	S	1 1/8	.....	370	.....	337	37	.....	.....
84 Thorold.....	B	2 1/4	.....	261	180	424	69	3	.....
85 Tillsonburg.....	B & S	3	.....	281	.....	503	84	2	.....
86 Toronto Technical.....	B	1 1/2	1	380	1,040	7,262	25	458	.....
87 Trenton.....	B	1 1/2	1	571	155	400	76	7	.....
88 Uxbridge.....	B	3 1/4	1	349	.....	334	84	4	.....
89 Vienna.....	B	4	1	475	.....	243	121	10	.....
90 Walkerton.....	B	1 1/4	.....	336	180	537	54	3	.....
91 Wardsville.....	B	2	1	227	.....	199	28	33	.....
92 Waterdown.....	S	3 1/4	1	234	.....	320	58	15	.....
93 Waterford.....	B	3	.....	374	.....	410	64	.....	.....
94 Watford.....	B	2	.....	345	100	405	110	47	.....
95 Welland.....	B	1	.....	238	.....	598	32	.....	.....
96 Weston.....	B	1 1/2	.....	280	50	443	105	15	.....
97 Wiarton.....	S	3	.....	226	.....	302	53	.....	.....
98 Williamstown.....	S & B	3	.....	277	.....	355	87	10	.....
1 Totals, High Schools.....	.....	.....	41	32,479	5,562	49,297	6,460	1,590	3,719
2 Totals, Collegiate Institutes.....	.....	.....	20	26,727	11,928	46,302	5,660	971	49,822
3 Grand totals, 1905.....	.....	.....	61	59,206	17,490	95,599	12,120	2,561	53,541
4 Grand totals, 1904.....	.....	.....	61	67,283	16,388	90,611	12,395	2,522	53,498
5 Increases.....	.....	.....	.....	.....	1,102	4,988	.....	39	43
6 Decreases.....	.....	.....	.....	8,077	.....	.....	275	.....	.....
7 Percentages.....	.....	.....	43.57	.....	.....	.....	.....	.....	.....

HIGH SCHOOLS.—*Concluded.*

Information.—*Concluded.*

ment.		Religious and other Exercises.					Destination of Pupils.						
	Value of Equipment of Gymnasium.	Value of Museum, Aquarium. etc.	Schools using authorized Scripture Readings.	Schools opened with Prayer.	Schools closed with Prayer.	Schools using Bible.	Commencement Exercises.	Number who entered mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
	\$	\$											
58			1	1			1	8	2		2		8
50				1			1	2	1		10	2	1
60				1			1	15	2	3	16	2	15
61		50	1	1				17	13	1	6	3	22
62				1		1	1	9	2	1		5	16
63	44	50	1	1			1	9	3	3	4	2	10
64		50		1			1	15	6	2	12	6	12
65		50	1			1		21	6	2	12		8
66				1				5	3		6		12
67				1	1								
68				1			1	5			2		25
69	7			1			1	9	2		4	3	3
70	55			1		1		7	5		3		10
71			1	1			1	22	1	1	7	2	22
72		10		1				17	10	6	12	2	1
73	8		1	1			1	2	3	1	2		5
74	29			1			1	9	3		7		17
75	597		1	1		1	1	3	3	1	2	1	8
76								1					2
77				1			1	8		2	13	3	24
78			1			1	1	15	13	5	14	3	10
70				1			1	9	18		13	4	20
80				1	1			2	3		7		2
81				1		1		10	2		3		
82		25	1	1				2	2		3		6
83		25		1	1	1		2	2		16		12
84				1		1	1	4	10		4	2	4
85	11	150		1				9	1	1	4		8
86		50		1			1	199					233
87			1	1				10	7	2	6	11	17
88		10	1	1	1		1	6	5		6	1	23
89			1	1			1	2			2		
90	7		1				1	12		4	7	1	19
92				1				3	3				4
02				1			1	6	10	7	8		6
93			1			1		8	11		15		3
94				1			1		16	1	15	3	
95				1		1	1	15	5	2	5	1	21
96				1		1	1		2		4		7
97				1			1	4	4	5	12	2	3
98				1				4	12	1	12		7
	2,039	1,489	36	94	6	30	66	923	489	158	697	183	1,295
	8,800	3,970	19	41	1	13	31	1,026	370	246	608	274	1,605
	10,839	5,459	55	135	7	43	97	1,949	859	404	1,305	457	2,900
	11,356	3,687	61	133	38	41	95	1,834	811	331	1,240	408	2,406
		1,772		2		2	2	115	48	73	65	49	494
	517		6		31								
			39.3	96.4	5	3.1	69.3	24.7	10.9	5.1	16.6	5.8	36.8

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

	No. 9 Cam- bridge.	No. 6 North Planta- genet.	No. 1 North Tilbury.	L'Original, Village.	Penetan- guishene, Town.	Totals.
Number of Schools.....	1	1	1	1	1	5
<i>Receipts :</i>	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Balances from 1904.....	6 22	209 80	53 79	448 14	14 19	732 14
Government grants	2 00	2 80	17 99	18 00	113 88	154 67
Municipal grants & assessments	65 84	200 00	698 95	.....	2,425 00	3,389 79
Other sources.....	.....	117 10	120 00	8 28	6 50	251 88
Totals	74 06	529 70	890 73	474 42	2,559 57	4,528 48
<i>Expenditure :</i>						
Teachers' salaries	58 50	225 00	306 00	318 75	1,660 67	2,568 92
School sites and buildings .....	.....	42 00	134 13	.....	270 35	446 48
Libraries, maps, apparatus, etc	.....	.....	.....	.....	.....	.....
Other expenses	2 81	215 73	168 28	114 85	509 95	1,011 62
Totals	61 31	482 73	608 41	433 60	2,440 97	4,027 02
Balances on hand	12 75	46 97	282 32	40 82	118 60	501 46
<i>Teachers :</i>						
Male .....	.....	.....	.....	1	1	2
Female	1	1	1	.....	3	6
Certificates	Temp.	III	III	III	II ; 2 II ; 1 III.	1 I ; 2 II ; 4 III ; 1 Temp.
Salaries	\$156 00	\$275 00	\$306 00	\$375 00	Male \$650 00 Female \$358 00	Av. male \$512 00 Av. female \$302 00
<i>Pupils :</i>						
Total number attending	15	14	30	29	232	320
Boys	8	8	17	19	133	185
Girls	7	6	13	10	99	135
Average attendance	4	3	19	16	150	192
No. in 1st Reader, Part I.....	7	7	7	6	69	96
“ 1st “ Part II.....	2	1	5	5	30	43
“ 2nd “	2	2	4	2	42	52
“ 3rd “	4	2	10	5	30	51
“ 4th “ .....	.....	1	4	11	61	77
“ 5th or High S. Reader .....	.....	1	.....	.....	.....	1
No. in Art	8	14	30	29	90	320
“ Geography	8	14	23	18	232	295
“ Music .....	.....	14	.....	.....	232	246
“ Literature	8	14	23	18	232	295
“ Composition	8	14	30	23	232	307
“ Grammar	4	5	14	16	90	129
“ English History .....	.....	4	4	4	90	102
“ Canadian History.....	4	4	14	17	108	147
“ Physiology & Hygiene.....	4	4	30	17	140	195
“ Nature Study	8	14	30	29	232	313
“ Physical Culture	6	14	30	.....	232	282
“ Bookkeeping .....	.....	1	.....	.....	.....	1
“ Algebra .....	.....	1	.....	.....	.....	1
“ Geometry .....	.....	1	.....	.....	.....	1
“ Latin .....	.....	1	.....	.....	.....	1
“ Elementary Science .....	.....	1	.....	.....	.....	1
“ Commercial Subjects.....	.....	1	.....	.....	.....	1
“ Agriculture.....	.....	4	.....	.....	69	73
Brick, frame or log school house	Log	Frame	Brick	Brick	Brick	3 B.; 1 F.; 1 L.
Number of maps	5	9	5	21	15	55
Number of globes .....	.....	.....	1	2	.....	3

TABLE M.—REPORT ON TRUANCY.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported to the Truant Officer.	No. of notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J. P.'s.	No. of convictions.	No. of children not attending any school.
Brantford	4	19	15	15	2	...
Chatham .....	...	33	24	2	2	...
Guelph	4	13	16	1	...	2
Hamilton .....	...	130	415	64	19	64
Niagara Falls	5	26	62	1	1	95
Peterborough .....	...	50	31	2	1	...
St. Catharines .....	...	169	47	1	1	...
St. Thomas	9	94	57	6	6	...
Stratford .....	...	34	26	2	2	...
Toronto	117	640	90	22	18	...
Windsor .....	...	295	5	...	...	...
Woodstock .....	...	3	65	3	...	...
Towns.						
Almonte .....	...	66	66	5	...	...
Arnprior .....	...	18	18	...	...	...
Aylmer .....	...	13	9	...	...	...
Barrie .....	...	11	2	...	...	...
Berlin	3	7	7	...	...	...
Bowmanville	6	26	23	1	1	26
Brockville .....	...	...	15	1	...	...
Carleton Place .....	...	18	3	...	...	...
Cobourg .....	...	...	7	7	7	...
Cornwall .....	...	7	7	...	...	...
Dundas .....	...	...	25	1	1	...
Dunnville .....	...	3	3	1	1	...
Durham .....	...	6	...	...	...	...
Forest	1	3	3	1	1	1
Galt .....	...	3	3	...	...	...
Hespeler .....	...	13	7	...	...	...
Huntsville .....	...	3	3	1	1	...
Ingersoll .....	...	4	3	...	...	...
Kindsay .....	...	44	44	3	1	...
Listowel .....	...	15	1	...	...	1
Milton .....	...	3	1	1	1	...
Mitchell .....	...	8	8	2	...	...
Newmarket .....	...	10	10	...	...	...
Perth	1	15	4	1	...	...
Petrolia	2	...	5	...	...	...
Port Arthur .....	...	...	14	...	...	...
Towns.—Con.						
Port Hope .....	...	20	20	...	...	...
Prescott .....	...	...	7	1	1	...
Preston .....	...	...	4	...	...	4
St. Mary's .....	...	8	8	...	...	...
Seaforth	2	...	...	...	...	...
Simcoe .....	...	8	7	1	1	...
Thorold .....	...	10	8	...	...	...
Trenton .....	...	10	10	...	...	...
Wallaceburg	16	4	5	1	...	...
Wiarton	2	2	12	...	...	...
Villages.						
Acton .....	...	1	1	...	...	...
Ailsa Craig .....	...	2	2	...	...	...
Ayr .....	...	9	9	1	1	...
Bayfield .....	...	6	28	...	...	...
Blyth .....	...	30	30	...	...	...
Burlington .....	...	15	15	...	...	...
Bradford	1	1	15	...	...	1
Brighton .....	...	2	2	...	...	...
Caledonia .....	...	18	18	...	...	...
Campbellford .....	...	9	16	4	4	...
Cayuga .....	...	2	2	...	...	...
Colborne .....	...	10	...	...	...	...
Delhi .....	...	5	5	...	...	...
Dundalk .....	...	4	...	...	...	...
Exeter	6	8	5	...	...	1
Fergus .....	...	1	1	...	...	...
Georgetown .....	...	4	...	...	...	...
Glencoe .....	...	1	...	...	...	...
Marmora .....	...	1	1	...	...	...
Point Edward .....	...	3	3	...	...	...
Port Colborne .....	...	3	...	...	...	...
Port Dover .....	...	1	1	...	...	...
Shelburne .....	...	1	...	...	...	...
Tara .....	...	6	...	...	...	...
Weston .....	...	15	2	...	...	...
Totals	179	2,022	1,379	152	71	195

Table N.—REPORT ON KINDERGARTENS.

	No. of Kindergartens.	No. of Teachers.	Directors.	Assistants.	Average Salary Director.	Average Salary Assistant.	No. of Pupils attending.	Average daily attendance.
Cities :					\$	\$		
Brantford.....	5	11	5	6	310	206	523	224
Chatham.....	3	8	3	5	392	240	329	138
Guelph.....	1	2	1	1	350	150	113	37
Hamilton.....	14	18	14	4	396	234	1,363	486
Kingston.....	4	4	4	.....	325	.....	190	128
London.....	15	30	15	15	425	272	1,145	452
Ottawa.....	15	27	16	11	415	250	1,199	487
Peterborough.....	3	7	3	4	428	137	266	102
Stratford.....	3	5	3	2	383	200	416	127
Toronto.....	46	118	46	72	464	306	5,167	1,887
Towns :								
Aylmer.....	1	2	1	1	300	150	45	33
Berlin.....	5	5	5	.....	370	.....	248	184
Cobourg.....	1	2	1	1	350	100	85	30
Dundas.....	1	1	1	.....	400	.....	86	51
Galt.....	1	1	1	.....	450	.....	43	40
Hespeler.....	1	1	1	.....	325	.....	66	48
Ingersoll.....	1	1	1	.....	300	.....	82	25
Listowel.....	1	1	1	.....	325	.....	82	30
Owen Sound.....	3	3	3	.....	308	.....	339	142
Pictou.....	1	1	1	.....	300	.....	82	31
Preston.....	1	1	1	.....	325	.....	45	38
Simcoe.....	1	1	1	.....	350	.....	101	30
Tillsonburg.....	1	1	1	.....	300	.....	82	31
Toronto Junction....	3	6	3	3	392	217	259	101
Waterloo.....	1	2	1	1	375	300	69	50
Welland.....	1	1	1	.....	250	.....	65	23
Totals.....	133	260	134	126	410	274	12,480	4,956

Table O.—REPORT ON NIGHT SCHOOLS.

Municipality.	No. of Night Schools.	Teachers.	Pupils attending.	Average daily attendance.
St. Catharines.....	1	2	32	4
Toronto.....	9	15	588	282
Totals.....	10	17	620	286

TABLE P.—GENERAL STATISTICAL ABSTRACT.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), also Normal College and Normal and Model Schools, from the year 1867 to 1905, compiled from Returns in the Education Department.

No.	Subjects compared,	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1902.	1904.	1905.
1	Population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently).....	447,726	495,756	494,804	483,817	611,212	595,238	590,055	584,512	576,537	578,032
2	High Schools (including Collegiate Institutes).....	102	104	101	104	112	128	180	134	138	140
3	Normal College and Normal and Model Schools.....	3	3	4	6	6	6	7	8	8	8
4	Total Public Schools in operation.....	4,261	4,490	4,935	5,013	5,277	5,577	5,574	5,671	5,758	5,793
5	Total Roman Catholic Separate Schools.....	161	171	185	190	229	312	340	391	419	428
6	Grand total of all schools in operation.....	4,527	4,768	5,238	5,313	5,624	6,023	6,551	6,201	6,323	6,369
7	Total pupils attending High Schools (including Collegiate Institutes).....	5,696	7,968	9,229	12,348	17,459	22,857	24,390	24,472	27,709	28,661
8	Total students and pupils attending Normal College, Normal and Model Schools.....	800	800	900	1,059	1,204	1,270	1,492	1,709	1,452	1,499
9	Total pupils attending Public Schools.....	392,719	433,256	465,908	445,364	462,839	448,204	441,157	420,034	409,537	410,210
10	Total pupils attending Roman Catholic Separate Schools.....	18,924	21,406	24,952	26,148	30,373	37,406	41,620	46,364	47,807	49,324
11	Grand total, students and pupils attending High, Public, Separate Schools, Normal College, and Normal and Model Schools.....	408,139	463,430	500,989	484,919	511,875	509,777	508,699	492,239	486,505	489,754
12	Total amount paid for the salaries of Public and Separate School Teachers.....	\$1,093,516	\$1,571,954	2,038,099	2,444,448	2,468,540	2,792,628	2,886,061	3,198,132	3,473,710	3,669,230
13	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery etc.....	\$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,627,028	1,985,783	2,492,006
14	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs to School houses, and for libraries, apparatus, etc.....	\$1,473,188	2,207,304	3,073,489	3,020,974	3,742,105	4,093,917	4,215,670	4,825,160	5,459,493	6,161,236
15	Total amount paid for High School (and Collegiate Institute) Teachers' salaries.....	\$94,820	141,812	211,607	253,864	327,452	470,828	532,837	547,402	620,710	666,547
16	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc.....	\$19,190	31,360	51,417	89,857	168,160	215,871	183,139	222,278	256,377	337,951
17	Grand total paid for educational purposes as above.....	\$1,587,198	2,380,536	3,336,513	3,370,695	4,237,717	4,740,616	4,331,656	5,394,840	6,336,580	7,165,734
18	Total Public and Separate School Teachers.....	4,890	5,476	6,468	6,857	7,594	8,450	9,128	9,631	9,828	9,995
19	Total Male Teachers.....	2,849	3,476	4,206	4,662	5,218	5,770	6,284	6,811	7,044	7,167
20	Total Female Teachers.....	2,041	2,850	3,448	3,795	4,876	5,710	6,344	7,320	7,734	7,969
21	Grand total Teachers.....	6,890	9,326	10,654	10,457	12,474	14,480	15,628	16,922	17,778	18,136

APPENDIX B.—TEACHERS' INSTITUTES.
FINANCIAL STATEMENT, 1905.

Name of Institute.	Number of Institutes.	Number of Members.	Receipts.					Expenditure.					Balances.	
			Total Receipts.					Total Expenditure.						
			Government Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.			
			\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Algoma	1	123	25 00	.....	.....	.....	39 43	64 43	12 85	24 60	46 43	18 00
2 Brant	1	136	25 00	25 00	.....	144 37	194 37	12 70	53 43	33 20	99 33	95 04	
3 Bruce E.	1	122	25 00	25 00	.....	31 75	81 75	6 56	35 15	21 17	62 88	18 87	
4 Bruce W.	1	101	25 00	25 00	25 25	228 80	304 05	11 65	38 25	84 80	134 70	169 35		
5 Carleton	1	152	25 00	25 00	.....	156 61	206 61	21 75	.....	146 00	167 75	38 86
6 Dufferin	1	64	25 00	25 00	16 15	28 22	94 37	17 97	28 50	43 95	90 42	3 95		
7 Dundas	1	87	25 00	25 00	20 25	157 11	227 36	9 26	.....	175 21	184 47	42 89	
8 Durham	1	120	25 00	25 00	.....	32 85	82 85	6 75	.....	39 05	45 80	37 05
9 Elgin	1	140	25 00	25 00	.....	202 40	252 40	2 50	.....	34 00	36 50	215 90
10 Essex, North	1	48	25 00	50 00	.....	38 13	113 13	8 32	.....	22 00	30 32	82 81
11 Essex, South	1	123	25 00	50 00	.....	131 13	206 13	83 15	.....	25 00	108 15	97 98
12 Frontenac	1	155	25 00	25 00	.....	50 94	100 94	6 43	.....	39 80	46 23	54 71
13 Glengarry	1	95	25 00	25 00	.....	20 41	70 41	29 20	.....	6 65	35 85	34 56
14 Grenville	1	105	25 00	25 00	.....	66 53	116 53	3 41	.....	41 50	44 91	71 62
15 Grey, East	1	40	25 00	25 00	.....	39 53	89 53	.....	.....	46 50	46 50	43 03
16 Grey, South	1	61	25 00	25 00	15 25	221 63	286 88	23 20	71 74	29 04	123 98	162 90		
17 Grey, West	1	80	25 00	25 00	.....	117 14	167 14	21 70	.....	37 40	59 10	108 04
18 Haliburton	1	29	25 00	25 00	.....	22 14	72 14	5 00	.....	8 00	13 00	59 14
19 Haldimand	1	116	25 00	25 00	.....	258 19	308 19	9 83	.....	77 25	87 08	221 11
20 Halton	1	90	25 00	25 00	.....	65 25	115 25	6 75	16 50	16 00	39 25	76 00	
21 Hastings, North	1	125	25 00	50 00	.....	54 98	129 98	20 58	11 25	55 00	86 83	43 15	
22 Hastings, South	1	138	25 00	25 00	.....	191 98	241 98	11 50	.....	57 00	68 50	173 48
23 Huron, West	1	44	25 00	25 00	13 50	101 32	164 82	20 40	.....	46 40	66 80	98 02	
24 Huron, East	1	136	25 00	25 00	.....	17 90	67 90	8 25	.....	30 05	38 30	29 60
25 Kent, East	1	80	25 00	25 00	21 00	48 08	119 08	13 25	.....	66 40	79 65	39 43	

26 Kent, West.....	1	140	25 00	25 00	26 75	32 71	109 46	12 99	1 44	44 15	58 58	50 88
27 Lambton, East.....	1	129	25 00	25 00	23 00	107 42	180 42	32 97	.....	76 80	109 77	70 65
28 Lambton, West.....	1	125	25 00	25 00	.....	79 31	129 31	5 70	.....	34 15	39 85	89 46
29 Lanark.....	1	166	25 00	25 00	.....	137 15	187 15	16 15	51 55	10 00	77 70	109 45
30 Leeds (2).....	1	90	25 00	25 00	14 25	102 02	166 27	43 55	.....	80 30	123 85	42 42
31 Leeds (1).....	1	100	25 00	25 00	12 00	101 82	163 82	18 75	32 50	21 00	72 25	91 57
32 Lennox and Addington.....	1	130	25 00	25 00	.....	17 96	67 96	15 00	.....	38 10	53 10	14 86
33 Lincoln.....	1	86	25 00	25 00	.....	113 13	163 13	.....	36 78	12 75	49 53	113 60
34 Manitoulin.....	1	72	25 00	25 00	.....	51 10	76 10	4 75	.....	12 75	17 50	58 60
35 Middlesex, E.....	1	112	25 00	45 00	22 75	35 49	128 24	52 81	.....	55 15	107 96	20 28
36 Middlesex, W.....	1	105	25 00	100 00	47 00	124 96	296 96	37 32	.....	147 75	185 07	111 89
37 Muskoka.....	1	31	25 00	.....	.....	111 00	136 00	8 00	28 25	15 00	51 25	84 75
38 Nipissing.....	1	29	.....	.....	7 25	29 72	36 97	7 22	18 25	11 50	36 97	.....
39 Norfolk.....	1	138	25 00	25 00	20 50	37 97	108 47	31 10	4 35	40 00	75 45	33 02
40 Northumberland.....	1	150	25 00	25 00	.....	147 66	197 66	10 00	.....	62 95	72 95	124 71
41 Ontario, North.....	1	77	25 00	25 00	38 50	93 26	181 76	8 85	1 00	96 05	105 90	75 86
42 Ontario, South.....	1	70	25 00	25 00	.....	100 27	150 27	5 62	.....	29 80	35 42	114 85
43 Oxford.....	1	98	25 00	25 00	24 50	97 75	172 25	6 46	.....	72 05	78 51	98 74
44 Parry Sound, W.....	1	40	25 00	.....	8 75	22 85	56 60	4 44	16 25	.....	20 69	35 91
45 *Peel.....	1	96	25 00	25 00	.....	12 51	62 51	7 50	.....	38 90	46 40	16 11
46 Perth.....	1	190	25 00	25 00	.....	106 72	156 72	15 25	.....	85 00	100 25	56 47
47 Peterborough.....	1	114	25 00	25 00	.....	32 94	82 94	8 24	.....	23 25	31 49	51 45
48 Prescott and Russell.....	1	80	25 00	25 00	.....	91 20	141 20	26	.....	31 75	32 01	109 19
49 Prescott and Russell Bi-lingual.....	1	75	.....	.....	.....	62 41	62 41	10 50	3 75	.....	14 25	48 16
50 Prince Edward.....	1	92	25 00	25 00	.....	65 76	115 76	3 75	16 13	30 75	50 63	65 13
51 Rainy River.....	1	50	25 00	.....	.....	24 05	49 05	5 10	10 50	35	15 95	33 10
52 Renfrew.....	1	76	25 00	25 00	8 00	9 49	67 49	10 35	.....	56 36	66 71	78
53 Simcoe, East, and West	1	122	25 00	25 00	.....	41 51	91 51	4 35	1 75	59 45	65 55	25 96
54 Simcoe, North.....	1	140	25 00	25 00	18 25	32 75	101 00	10 75	.....	67 55	78 30	22 70
55 Simcoe, South.....	1	29	25 00	25 00	7 25	114 25	171 50	9 68	34 50	56 00	98 90	72 60
56 Stormont.....	1	71	25 00	25 00	19 75	67 00	136 75	9 68	.....	126 25	135 93	82
57 Thunder Bay.....	1	40	25 00	.....	.....	43 65	68 65	5 99	35 68	2 25	43 92	24 73
58 Victoria, E.....	1	52	25 00	25 00	.....	95 36	145 36	26 00	.....	32 00	58 00	87 36
59 Victoria, W.....	1	50	25 00	25 00	.....	49 47	99 47	15 00	7 50	32 95	55 45	44 02
60 Waterloo.....	1	214	25 00	25 00	61 75	67 65	179 40	20 42	.....	106 60	127 02	52 38
61 Welland.....	1	142	25 00	25 00	.....	111 91	161 91	9 65	.....	126 40	136 05	25 86
62 Wellington, N.....	1	34	25 00	25 00	8 50	96 26	154 76	8 30	.....	60 34	68 64	86 12
63 Wellington, S.....	1	125	25 00	25 00	.....	82 12	132 12	7 58	.....	64 00	71 58	60 54
64 Wentworth.....	1	107	25 00	25 00	.....	52 23	102 23	15 51	2 50	28 25	46 26	55 97
65 York, North.....	1	110	25 00	25 00	6 50	109 61	166 11	9 98	26 25	32 40	68 63	97 48
66 York, South.....	1	44	25 00	25 00	11 00	144 32	205 32	65 87	30 00	58 40	154 27	61 05

*Statement for 1904. Government grant paid in 1905.

APPENDIX B.—*TEACHERS' INSTITUTES.—Concluded.*
FINANCIAL STATEMENT, 1905.

Name of Institute.	Number of Institutes.	Number of Members.	Receipts.					Expenditure.					Balances.
			Government Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.		
67 †Ontario Educational Association	1	844	\$ 600 00	\$	\$ 451 00	\$ 559 27	\$ 1,610 27	\$ 1,023 72	\$	\$ 442 65	\$ 1,466 37	\$ 143 90	
<i>Cities and Towns.</i>													
68 Brantford.....	1	56	25 00	25 00	.....	33	50 33	.....	25 00	.....	25 00	25 33
69 Brockville.....	1	32	25 00	25 00	8 00	68 71	126 71	9 33	25 13	71 50	105 96	20 75	
70 Guelph.....	1	37	25 00	25 00	.....	36 65	86 65	96	80 47	.....	81 43	5 22
71 Hamilton.....	1	190	25 00	25 00	46 75	155 23	251 98	20 05	.....	89 00	109 05	142 93
72 Kingston.....	1	57	25 00	25 00	14 25	41 77	106 02	7 22	24 70	43 75	75 67	30 35	
73 London.....	1	175	25 00	25 00	.....	95 69	145 69	15 05	75	60 25	76 05	69 64
74 London R. C. Separate Schools.....	1	.....	25 00	.....	.....	.....	25 00	.....	.....	25 00	25 00	.....
75 Ottawa.....	1	250	25 00	25 00	.....	26 64	76 64	3 61	.....	12 60	16 21	60 43
76 St. Catharines.....	1	26	25 00	25 00	.....	90 73	140 73	31	39 90	20 00	60 21	80 52
77 St. Thomas.....	1	42	25 00	25 00	.....	70 29	120 29	5 54	5 00	43 25	53 79	66 50
78 Stratford.....	1	43	25 00	42 00	43 00	56 38	166 38	38	112 04	23 00	135 42	30 96	
79 Toronto.....	1	680	25 00	25 00	170 00	1,120 91	1,340 91	57 52	114 42	358 00	529 94	810 97	
80 Windsor and Walkerville.....	1	75	25 00	25 00	.....	65 78	115 78	5 17	.....	68 70	73 87	41 91
Totals, 1905.....	80	8,958	2,525 00	1,937 00	1,230 65	7,911 92	13,604 57	2,118 06	1,054 01	4,443 12	7,615 19	5,989 38	
Totals, 1904.....	79	8,979	2,575 00	2,134 45	1,328 45	7,304 21	13,342 11	1,940 93	1,050 22	4,237 91	7,229 06	6,113 05	
Increases.....	1	.....	.....	.....	.....	607 71	262 46	177 13	3 79	205 21	386 13	.....
Decreases.....	.....	21	50 00	197 45	97 80	.....	.....	.....	.....	.....	.....	123 67

† Statement for 1905-6.

APPENDIX C.—INSPECTION OF SCHOOLS.
LIST OF INSPECTORS, DECEMBER, 1906.—Continued.

Public School Inspectors, December, 1906.	Post Office.	Jurisdiction.	Number of School Rooms (departments) in inspectorate.	Salary of Inspector of 1905.	Expenses.	Total allowance for salary and expenses in 1905.
				\$	\$	\$
L. A. Green, B.A.	Sault Ste. Marie...	Algoma District; Towns of Blind River, Bruce Mines, Massey, Sault Ste. Marie, Steelton, Thessalon	109	1,512 00	.....	1,512 00
T. W. Standing, B.A.	Brantford	Brant; East; Towns of Walkerton, Warton;	80	1,200 00	195 00	139 50
John McCool, M.A.	Walkerton	Villages of Chesley, Tara	122	1,330 00	258 00	1,588 00
W. I. Chisholm, M.A.	Kincardine	Bruce, West; Towns of Kincardine, South- ampton; Villages of Lucknow, Paisley,	125	1,346 62	262 50	1,609 12
Thos. Jamieson, B.A.	Ottawa	Carleton; Villages of Hintonburg, Ottawa East, Richmond	152	1,440 00	300 00	1,740 00
Nathaniel Gordon	Orangeville	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	118	1,614 00	.....	1,614 00
Arthur Brown	Morrisburg	Dundas; Villages of Chesterville, Iroquois, Morrising, Winchester	107	1,284 00	235 50	1,519 50
W. E. Tilley, M.A., Ph.D.	Bowmanville	Durham and S. Monaghan Tp.; Towns of Bowmanville, Port Hope; Villages of Millbrook, Newcastle	140	1,440 00	286 50	1,726 50
elburn Atkin	St. Thomas	Elgin; Town of Aylmer; Villages of Dut- ton, Port Stanley, Springfield, Vienna	139	1,558 50	238 50	1,797 00
*D. Chenay	Windsor	Essex, North (No. 1); Town of Sandwich. Village of Belle River	37	507 54	150 00	657 54
D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor	Essex, South (No. 2); Towns of Amherst- burg, Essex, Kingsville, Leamington	114	1,368 00	247 50	1,615 50
Wm. Spankie, M.D.	Kingston	Frontenac; Villages of Garden Island, Ports- mouth	150	1,550 00	300 00	1,850 00
Don'd McDiarmid, M.D.	Maxville	Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	86	1,044 00	204 00	1,248 00
Samuel Huff, B.A.	Meaford	Grey, East; Town of Thornbury	75	1,356 00	.....	1,356 00
H. H. Burgess, B.A.	Owen Sound	Grey, West; Town of Owen Sound; Vil- lage of Chatsworth	110	1,317 00	309 00	1,626 00

* Also Inspector of R. C. Bilingual Separate Schools in Essex and Kent.

APPENDIX C.—INSPECTION OF SCHOOLS.—Continued.
I.—LIST OF INSPECTORS, DECEMBER, 1906.—Continued.

Public School Inspectors, December, 1906.	Post Office.	Jurisdiction.	Number of School Rooms (departments) in inspectorate.	Salary of Inspector of 1905.	Expenses.	Total allowance for salary and expenses in 1905.
				\$	\$	\$
N. W. Campbell.....	Durham.....	Grey, South; Towns of Durham, Hanover, Meaford; Villages of Dundalk, Markdale Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville.....	123	1,442 00	260 00	1,702 00
Clarke Moses.....	Caledonia.....	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville.....	101	1,212 00	226 50	1,438 50
Sylvanus Phillips, B.A.....	Minden.....	Haliburton, North-East Muskoka, South Nipissing, East Parry Sound; Towns of Huntsville, Powassan.....	139	1,690 00	84 00	1,774 00
J. S. Deacon.....	Milton.....	Halton; Towns of Milton, Oakville; Vil- lages of Acton, Burlington, Georgetown..	90	1,079 50	500 00	1,579 50
William Mackintosh.....	Madoc.....	Hastings, North; Villages of Bancroft, Madoc, Marmora, Stirling.....	127	1,440 00	263 23	1,703 23
John Johnston.....	Belleville.....	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed	136	1,759 00	249 00	2,008 00
David Robb, B.A.....	Brussels.....	Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter.....	123	1,440 00	261 00	1,701 00
J. Elgin Tom.....	Goderich.....	Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall.....	130	1,440 00	269 00	1,709 00
Rev. W. H. G. Colles.....	Chatham.....	Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown, Wallaceburg; Vil- lage of Thamesville.....	108	1,092 00	210 00	1,302 00
Robert Park.....	Chatham.....	Kent, West; City of Chatham; Village of Tilbury.....	110	1,588 00	222 00	1,810 00
C. A. Barnes, M.A.....	Petrollea.....	Lambton, East; (No. 2); Town of Petrollea; Villages of Alvinston, Arkona, Oil Springs, Watford.....	129	1,440 00	268 50	1,708 50
D. D. Moshier, B.A., B. Paed.....	Sarnia.....	Lambton West (No. 1); Towns of Forest, Sarnia; Villages of Point Edward, The- ford, Wyoming.....	124	1,540 00	261 00	1,801 00
F. L. Michell, M.A.....	Perth.....	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls; Village of Lanark.....	166	1,660 00	300 00	1,960 00

Wm. Johnston, M.A., LL.B.	Athens	Leeds and Grenville (No. 1); Town of Gananogue; Villages of Newboro; Westport	100	1,200 00	225 00	1,425 00
Robert Kinney, M.D.	Brockville	Leeds and Grenville (No. 2); Village of Athens	91	1,102 00	210 00	1,312 00
T. A. Craig	Kemptville	Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville	93	1,090 00	202 50	1,292 50
Frederick Burrows	Napanee	Lennox and Addington; Town of Napanee; Villages of Bath, Newburgh	133	1,425 00	150 00	1,575 00
F. C. Anderson, B.A., Assistant	Napanee	Lincoln; Town of Niagara; Villages of Beausville, Grimsby, Merriton, Port Dalhousie	86	1,466 00		1,466 00
W. W. Ireland, B.A.	St. Catharines	Manitowlin Island, etc.; Towns of Gore Bay, Little Current	68	1,500 00		1,500 00
John McLaughlin	Gore Bay	Middlesex, East; Village of Lucan	112	1,344 00	243 00	1,587 00
P. J. Thompson, B.A.	London					
H. D. Johnson	Strathroy	Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	106	1,284 00	234 00	1,518 00
J. B. McDougall, B. A.	North Bay	Nipissing District, etc.; Towns of Cache Bay, Copper Cliff, Haileybury, Mattawa, New Liskeard, North Bay, Sturgeon Falls, Sudbury	137	1,500 00		1,500 00
H. Frank Cook, B.A.	Simcoe	Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford	127	1,440 00	38 40	1,478 40
Albert Odell	Cobourg	Northumberland; Town of Cobourg; Villages of Brighton, Campbellford, Colborne, Hastings	137	1,440 00	282 00	1,722 00
James McBrien	Prince lbert	Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry	84	1,008 00	300 00	1,308 00
John Waugh, B.A., D. Paed.	Whitby	Ontario, South; Towns of Oshawa, Whitby. Oxford; City of Woodstock; Towns of Ingersoll, Tillsonburg; Villages of Embro, Norwich	87	1,044 00	235 00	1,279 00
William Carlyle	Woodstock	Parry Sound West, District; Town of Parry Sound; Villages of Burk's Falls, Sundridge	191	1,770 00	324 00	2,094 00
Rev. Geo. Grant, B.A.	Orillia	Peel: Town of Brampton; Villages of Bolton, Streetsville	113	1,500 00	300 00	1,800 00
Allan Embury	Brampton	Perth; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton	98	1,176 00	222 00	1,398 00
William Irwin, B.A.	Stratford		138	1,440 00	285 00	1,725 00
J. Coyle Brown and Richard Lees, M.A.	Peterborough	Peterborough; Villages of Havelock, Lakefield, Norwood	116	1,380 00	372 50	1,752 50

APPENDIX C.—INSPECTION OF SCHOOLS—Continued.

I.—LIST OF INSPECTORS, DECEMBER, 1906—Continued.

Public School Inspectors, December, 1906.	Post Office.	Jurisdiction.	Number of School Rooms (departments) in inspectorate.	Salary of Inspector of 1905.	Expenses.	Total allowance for salary and expenses in 1905.
W. J. Summerby	Russell	Prescott and Russell; Towns of Hawkesbury, Vankleek Hill; Villages of Casselman, L'Orignal, Rockland	119	1,438 00	297 00	1,735 00
G. D. Platt, B.A.	Picton	Prince Edward; Town of Picton; Village of Wellington	93	1,116 00	224 00	1,340 00
R. G. Scott, B.A.	Penbroke	Renfrew; Towns of Arnprior, Pembroke, Renfrew; Villages of Cobden, Eganville ..	190	* 2,132 00	.....	2,132 00
G. K. Mills, B.A.	Collingwood	Simcoe, North; Towns of Barrie, Collingwood; Village of Creemore	131	1,440 00	255 00	1,695 00
Rev. Thos. McKee, B.A.	Barrie	Simcoe, Southwest; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham	127	1,445 00	255 00	1,700 00
Isaac Day, B.A.	Orillia	Simcoe, East, and West Muskoka; Towns of Gravenhurst, Midland, Orillia, Penetanguishene; Village of Port Carling	134	1,574 00	171 75	1,745 75
Alexander McNaughton	Cornwall	Stormont; Town of Cornwall; Vill. of Finch	101	1,212 00	226 50	1,438 50
John Ritchie	Port Arthur	Thunder Bay and Rainy River Districts; Towns of Port Frances, Port William, Kenora, Port Arthur, Rainy River	101	1,640 00	36 88	1,676 88
J. H. Knight	Lindsay	Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omamee	71	866 00	185 87	1,051 87
W. H. Stevens, B.A.	Lindsay	Victoria, West, and Southeast Muskoka; Town of Bracebridge; Villages of Fenelon Falls, Woodville	117	1,623 00	191 64	1,814 64
Thomas Pearce	Berlin	Waterloo No. 1; Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira ..	117	1,404 00	300 00	1,704 00
F. W. Sheppard	Berlin	Waterloo No. 2; Town of Galt; Villages of Ayr, New Hamburg	89	1,080 00	210 00	1,290 00
J. H. Ball, M.A.	Welland	Welland; City of Niagara Falls; Towns of Thorold, Welland; Villages of Bridgeburg, Chippawa, Port Erie, Port Colborne	145	1,685 00	150 00	1,835 00

Robt. Galbraith, B.A.....	Mount Forest.....	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clifford, Drayton.....	109	1,275 00	1,275 00	1,275 00
J. J. Craig, B.A.....	Fergus.....	Wellington, South; Villages of Elora, Erin, Fergus.....	87	1,250 00	1,250 00	1,250 00
J. H. Smith.....	Hamilton.....	Wentworth; Town of Dundas; Village of Waterdown.....	106	1,296 00	250 00	1,546 00
C. W. Mulloy, B.A.....	Aurora.....	York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Sutton.....	110	1,248 00	231 00	1,479 00
David Fotheringham.....	Toronto.....	York, South; Towns of East Toronto, North Toronto, Toronto Junction; Villages of Markham, Stouffville, Weston, Wood-bridge.....	127	1,520 00	267 11	1,787 11
† J. P. Hoag, B.A.....	Brantford.....	City of Brantford.....	50	1,300 00	.....	1,300 00
Wm. Tytler, B.A.....	Guelph.....	do Guelph.....	35	500 00	.....	500 00
W. H. Ballard, M.A.....	Hamilton.....	do Hamilton.....	166	2,200 00	.....	2,200 00
W. G. Kidd.....	Kingston.....	do Kingston.....	52	1,400 00	.....	1,400 00
C. B. Edwards, B.A.....	London.....	do London.....	128	1,735 00	.....	1,735 00
John C. Glashan, LL.D.....	Ottawa.....	do Ottawa.....	114	2,400 00	.....	2,400 00
Duncan Walker, B.A.....	Peterborough.....	do Peterborough.....	38	1,500 00	.....	1,500 00
D. C. Hetherington.....	St. Catharines.....	do St. Catharines.....	25	1,200 00	.....	1,200 00
† S. Silcox, B.A., D. Paed.....	St. Thomas.....	do St. Thomas.....	41	1,350 00	.....	1,350 00
† J. Russell Stuart.....	Stratford.....	do Stratford.....	35	1,200 00	.....	1,200 00
James L. Hughes.....	Toronto.....	Chief Inspector, City of Toronto }.....	588	3,500 00	.....	3,500 00
W. F. Chapman.....	Toronto.....	City of Toronto.....	.....	2,500 00	.....	2,500 00
Robt. Meade, M.A.....	Windsor.....	City of Windsor and Town of Walkerville.....	49	1,200 00	.....	1,200 00
John Connolly.....	Brockville.....	Town of Brockville.....	24	1,000 00	.....	1,000 00
Totals, Public School Inspectors.....			.....	111,028 16	13,235 88	124,264 04

* Expenses included. † Also Principal of County Model School.

APPENDIX C.—INSPECTION OF SCHOOLS.—*Concluded.*

LIST OF INSPECTORS, DECEMBER, 1906.—*Concluded.*

Other Inspectors, December, 1906.	Post Office.	Number of School Rooms (depart- ments) in In- spectorate.	Salary of Inspector of 1905.	* Travelling expenses paid, 1905.	Total allowance for salary and expenses, 1905.
<i>Separate School Inspectors :</i>			\$	\$	\$
Wm. Prendergast, B.A.	Toronto	269	1,700 00	400 00	2,100 00
Michael O'Brien	Peterborough..	203	1,700 00	519 75	2,219 75
John F. Power, M.A.	London	258	1,700 00	522 80	2,222 80
<i>Inspector of Bilingual Separate Schools :</i>					
Telephore Rochon, B.A. (East)	Clarence Creek	169	1,700 00	446 85	2,146 85
*D. Chenay (West)	Windsor	49	500 00		500 00
<i>Inspector of Technical Education :</i>					
Albert H. Leake	Toronto		1,700 00	528 30	2,228 30
<i>County Model School Inspector :</i>					
John J. Tilley	Toronto		1,850 00	400 40	2,250 40
<i>High School Inspectors :</i>					
J. E. Wetherell, B.A.	Toronto		2,750 00	560 30	3,310 30
H. B. Spotton, M.A.	Toronto		2,750 00	447 04	3,197 04
Totals			16,850 00	3,825 44	20,175 44
Totals, Public School In- spectors			111,028 16	13,235 88	124,264 04
Totals, all Inspectors			127,878 16	17,061 32	144,439 48

* Also Inspector of Public Schools, Essex North.

II. DIPLOMAS FOR SCHOOL PREMISES, 1906.

Name of Inspector.	Jurisdiction.	No. of schools reported as receiving dip- lomas in 1906.	Name of Inspector.	Jurisdiction.	No. of schools reported as receiving dip- lomas, 1906.
L. A. Green.	Algoma.	8	D. D. Moshier	Lambton, W.	18
T. W. Standing ..	Brant	11	P. J. Thompson ..	Middlesex, E.	40
R. H. Cowley	Carleton	2	H. D. Johnson	Middlesex, W.	9
S. Huff	Grey, E.	4	H. Frank Cook	Norfolk	2
J. S. Deacon	Halton	18	A. Odell	Northumberland ..	4
D. Robb	Huron, E.	27	T. Pearce	Waterloo, No. 1 ...	12
J. Elgin Tom	Huron, W.	7	F. W. Sheppard ...	Waterloo, No. 2 ...	13
Robt. Park.	Kent, W.	51	J. H. Smith	Wentworth.	27
W. H. G. Colles ..	Kent, E.	5	T. Rochon	R. C. Bilingual Separate Schools	24
F. L. Michell	Lanark	2			

APPENDIX D.—RURAL PUBLIC SCHOOL LIBRARIES, 1905-6.

Every rural school board that has established a Library under the conditions of the regulations receives a grant, equivalent to half the amount expended for the year, but not exceeding \$10.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Brant	1A Brantford	\$ 9 90			
	3 "	36 50			
	5 "	20 00			
	20 "	13 00			
	11 Burford	19 00			
	15 "	27 58			
	21 "	20 00			
	22 Brantford	20 02			
	2 Onondago	20 93			
	5 "	20 00			
	12 South Dumfries	20 55	227 48	100 95	32 7
Bruce, E.	14 Carrick	11 35			
	10 Amabel	10 00	21 35	10 67	4 2
Bruce, W.	15 Bruce	43 00			
	4 Culross	5 00			
	9 "	10 00			
	1 Greenock	20 00			
	1 Huron	11 57			
	12 "	10 00			
	15 "	14 75			
	5 Kincardine	10 00			
	2 Saugeen	20 00			
	4 "	10 00			
	5 "	30 00	184 32	75 65	30 2
Carleton	8 Fitzroy	11 20			
	9 Gloucester	24 80			
	13 "	10 00			
	25 "	5 00			
	4 Goulburn	20 00			
	12 "	13 10			
	3 North Gower	30 00			
	9 "	20 00			
	4 "	20 92			
	1 March	10 00			
	1 Marlborough	10 00			
	6 "	20 00			
	16 "	10 00			
	17 "	10 00			
	2 Nepean	3 00			
	3 "	19 85			
	3 Osgoode	12 00			
	12 "	10 00			
	14 "	10 00			
	15 "	20 00			
	24 "	10 00			
	1 Torbolton	12 00			
	3 "	10 00	321 87	153 07	42 9
Dufferin.	7 Amaranth	12 00			
	20 "	18 00			

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Dufferin.—Con..	2 Melancthon.....\$15 00				
	6 ".....20 00	65 00	32 50	20	4
Dundas	1 Williamsburg.....20 00				
	3 ".....20 00				
	5 ".....20 00				
	10 ".....20 00				
	14 ".....10 00				
	22 ".....20 00				
	12 Matilda.....22 00				
	13 ".....20 00				
	19 ".....20 00				
	23 ".....20 00				
	10 Mountain.....20 00				
	15 and 17 Mountain.....20 00				
	22 Mountain.....18 28				
	4 Winchester.....22 84				
	7 ".....25 25				
	11 ".....10 16				
	16 ".....20 00				
	18 ".....20 00	348 53	169 22	31	15
Durham.....	10 Clarke.....36 68				
	3 Darlington.....13 00				
	17 ".....6 00				
	18 ".....10 00				
	7 Cartwright.....22 00				
	4 Manvers.....11 55	99 23	40 27	10	3
Elgin.....	1 Aldborough.....7 25				
	2 ".....20 00				
	3 ".....26 00				
	6 ".....20 00				
	10 ".....6 25				
	11 ".....15 00				
	5 ".....5 50				
	3 Bayham.....1 15				
	8 ".....85				
	9 ".....1 25				
	17 ".....20 00				
	18 ".....7 59				
	5 Dunwich.....24 00				
	9 ".....2 20				
	15 ".....3 83				
	1 Malahide.....1 85				
	3 ".....30				
	6 ".....20 00				
	7 ".....3 00				
	13 ".....10 00				
	15 ".....20 00				
	16 ".....1 85				
	21 ".....3 02				
	5 S. Dorchester.....50				
	6 ".....5 00				
	7 ".....3 12				
	10 ".....4 37				
	11 ".....7 00				

• APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Elgin.— <i>Con.</i>	1 Southwold	\$ 3 00			
	2 "	4 25			
	3 "	20 00			
	6 "	1 00			
	7 "	79			
	10 "	5 00			
	11 "	10 58			
	12 "	3 50			
	13 "	4 25			
	14 "	2 50			
	17 "	5 69			
	19 "	5 00			
	21 "	5 00			
	2 Yarmouth	85			
	3 "	15 00			
	7 "	16 42			
	9 "	5 29			
	13 "	15 60			
	14 "	40			
	17 "	22 50			
	18 "	8 57			
	19 "	3 60			
	22 "	20 00			
	23 "	5 00	424 67	206 10	104
Essex, N.	3 Maidstone	36 12			
	6 Sandwich, S.	19 67	55 79	20 00	3 1
Essex, S.	7 Gosfield, N.	10 60			
	5 " S.	6 50			
	3 " "	20 50			
	7 Mersea	20 00			
	4 "	20 00			
	2 "	11 02	88 62	44 06	7 3
Frontenac	6 Loughborough	20 00			
	13 "	20 00			
	1 Olden	15 00			
	3 Oso	20 00			
	7 Pittsburgh	20 00			
	8 "	20 00			
	6 Portland	20 00			
	7 "	20 00			
	3 Wolfe Island	20 00	175 00	87 50	83 8
Glengarry	3 Kenyon	8 75			
	3 Lochiel, E.	20 00	28 75	14 37	6 2
Grey, E. ....	.....	.....	.....	3	.....
Grey, W.	1 Derby	20 00			
	U. 7 Derby and Keppel	17 00			
	U. 2 Derby and Sydenham	20 00			
	12 Holland	20 75			
	U. 7 Holland and Elderslie	31 71			
	U. 2 Holland and Sullivan	21 25			
	11 Holland and Sydenham	17 40			

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Grey, W.— <i>Con.</i>	4 Keppel	\$10 15			
	7 "	20 85			
	8 "	27 00			
	12 "	15 00			
	2 " and Sarawak	16 00			
	3 Sarawak	11 24			
	2 Sullivan	15 00			
	9 "	20 00			
	16 Sydenham	10 00	293 35	135 90	23 15
Grey, S.....	11 Bentinck	20 18			
	6 Egremont	20 80			
	7 "	5 45			
	10 "	10 00			
	U. 15 Egremont and Arthur	20 30			
	5 Egremont	10 00			
	1 Normanby	10 50			
	4 "	20 47			
	5 "	8 41			
Haldimand	3 Proton	20 40	146 51	72 17	19 4
Haldimand	3 Cayuga, S.	8 00			
	5 Dunn	10 00			
	11 Walpole	21 64	39 64	19 00	11 1
Haliburton, etc.	4 Dysart	25 00			
	2 Laurier	8 25			
	1 Lutterworth	12 40			
	2 "	11 00			
	5 Machar	20 00			
	3 Minden	17 60			
	3 Nipissing	28 00			
	1 Snowden	17 00			
	2 Stanhope	30 00			
	2 Stisted	33 00	202 25	83 12	30 6
Halton	3 Esquesing	20 95			
	10 "	20 00			
	11 "	20 00			
	14 "	30 00			
	7 Nassagaweya	24 00			
	8 "	30 00			
	4 Nelson	8 81			
	8 "	32 00			
	7 Trafalgar	20 00			
	12 "	5 00	210 76	86 90	18 7
Hastings, N.....	1 Dungannon	10 09			
	4 "	12 00			
	7 "	20 00			
	1 Elzevir	32 15			
	3 "	20 00			
	4 "	15 00			
	6 "	12 40			
	6 Faraday	22 05			
	19 Madoc	35 05			
	1 Marmora	11 64			

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Hastings, N. — Con	2 Marmora \$25 00				
	6 " 24 00				
	3 Monteagle 20 57				
	6 " 12 05				
	1 Wollaston 9 81				
	6 " 21 71				
	3 Rawdon 11 00				
	5 " 21 07				
	7 " 9 77				
	13 " 18 90				
	12 Huntington 22 50	386 76	171 31	60	14
Hastings, S.	1 Hungerford 20 00				
	13 Sydney 20 00				
	11 Tyendinaga 25 05	65 05	30 00	3	2
Huron, E.	4 Grey 10 60				
	5 " 17 00				
	11 " 28 40				
	3 Hullett 21 30				
	5 Morris 12 50				
	9 Tuckersmith 10 00				
	2 Turnberry 10 00	109 80	50 05	26	1
Huron, W.	4 Ashfield and Huron 20 00				
	3 Colborne 20 00				
	11 Goderich 21 30				
	6 Stanley 10 66				
	14 " 20 00				
	6 Usborne 20 00				
	5 " 10 00	121 96	60 33	20	3
Kent, E.	1 Camden 20 00				
	4 " 20 00				
	5 " 20 00				
	2 Harwich 40 00				
	3 " 20 00				
	7 " 12 00				
	11 " 30 00				
	12 " 5 00				
	16 " 20 00				
	3 Howard 20 00				
	8 " 20 00				
	14 " 7 00				
	2 Orford 40 00				
	4 Zone 10 00	284 00	117 00	36	3
Kent, W.	1 Chatham 20 00				
	4 " 20 00				
	6 N. " 14 00				
	6 S. " 18 00				
	8 " 20 00				
	9 " 13 20				
	4 N. Raleigh 3 65				
	14 " 6 00				
	3 U. " 25 00				
	7 " 25 00	164 85	77 43	52	3

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Lambton, W....	8 Bosanquet .....\$20 10				
	9 " 10 60				
	13 " 5 00				
	7 Moore 4 90				
	7 Plymton 10 50				
	11 " 20 00				
	20 " 18 00				
	10 Sombra 13 00	102 10	51 00	12	4
Lambton, E....	13 Dawn 11 85				
	4 Euphemia 17 76				
	12 Warwick 16 99	46 60	23 30	38	1
Lanark.....	4 Bathurst 10 00				
	5 " 10 00				
	12 " 12 00				
	1 Beckwith 14 00				
	4 " 15 00				
	5 " 10 00				
	5 N. " 20 58				
	8 " 20 00				
	2 Dalhousie 10 00				
	11 Drummond 10 00				
	13 " 10 00				
	5 Lavant 12 00				
	8 Montague 8 00				
	9 Ramsay 20 00				
	10 " 20 00				
	15 " 20 00	221 58	110 50	22	6
Leeds and Grenville, No. 1 ...	6 S. Elmsley 10 00	10 00	5 00	5	1
Leeds and Grenville, No. 2 ...	21 Elizabethtown 20 00				
	27 " 21 56				
	11 Kitley 20 00				
	15 " 10 00				
	8 Wolford 10 00	81 56	40 00	21	2
Leeds and Grenville, No. 3 ...				10	
Lennox and Addington	4 Camden 20 00				
	5 Ernesttown 12 50	32 50	16 25	14	2
Lincoln	2 Gainsborough 29 00				
	3 " 20 00				
	5 " 20 00				
	8 " 20 00				
	3 Grantham 20 00				
	5 " 20 00				
	6 " 20 00				
	8 " 20 00				
	1 Clinton 20 00				
	4 " 20 00				
	1 " and 2 Louth 20 00				
	5 " and 7 Gainsboro 20 00				
	2 Louth 50 00				
	6 " 20 00				

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Lincoln.— <i>Con.</i> ...	7 Louth	22 00			
	3 " and 2 Clinton	20 00			
	4 " and 3 "	45 59			
	8 " and 2 Grantham	20 00			
	5 Niagara	20 00			
	6 "	20 00			
	*6 "	20 00			
	8 "	20 00			
	9 "	20 00			
	10 "	20 00			
	11 S. Grimsby	20 00			
	12 "	20 00			
	13 N. "	20 00			
	6 " and Clinton	20 00	617 59	280 00	50 5
Middlesex, E...	4 Delaware	10 00			
	12 Dorchester	4 28			
	17 "	21 30			
	19 and 9 Dorchester & Westminster	20 00			
	1 London	12 30			
	3 and 10 London and Biddulph	19 31			
	21 London	20 00			
	23 "	20 00			
	27 "	20 00			
	1 and 1 London and Dorchester	20 00			
	6 McGillivray	18 02			
	7 "	20 00			
	1 Nissouri W	7 85			
	2 "	5 50			
	3 Westminster	20 00			
Middlesex, W...	11 "	20 08			
	15 "	20 08			
	18 & 21 Westminster & Dorchester	20 50	299 22	148 64	39 15
	U. 2 Adelaide and E. Williams	13 81			
	5 Lobo	10 00			
	8 "	20 00			
	6 East Williams	21 39			
	12 West "	34 00			
	7 East "	9 15			
	11 Ekfrid	10 00			
Norfolk	U. 17 Mosa	16 28	134 63	59 61	20 4
	6 Charlotteville	12 10			
	12 "	11 00			
	14 "	27 40			
	18 "	5 00			
	8 Houghton	5 50			
	10 "	16 16			
	11 "	14 00			
	8 Middleton	15 00			
	17 Townsend	20 00			
	9 N. Walsingham	16 34			
	16 "	10 00			
	2 S. "	12 38			
	E 19 "	11 61			
	12 Windham	3 50	179 99	86 29	35 7

* For 1904-5.

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Northumberland	19 Brighton	30 00			
	18 Haldimand	30 00			
	20 "	20 00			
	7 Hamilton	20 00			
	10 "	22 50	122 50	50 00	16 3
Ontario, N.	9 Brock	20 00			
	2 "	20 00			
	12 "	20 00			
	13 "	20 00			
	6 Mara	10 00			
	3 "	20 00			
	7 "	20 00			
	8 "	20 00			
	6 Scott	20 00			
	7 "	20 00			
	1 Thorah	10 00			
Ontario, S.	5 "	20 00			
	9 Uxbridge	20 00	240 00	120 00	61 0
	9 Pickering	19 80			
	15 Reach	10 19			
	1 Whitby	20 00	49 99	25 00	21 2
Oxford	7 Blenheim	20 00			
	U. 4 Blandford	41 00			
	6 Dereham	20 00			
	3 East Zorra	20 40			
	6 "	30 00			
	8 "	20 61	152 01	60 00	16 3
Parry Sound, W.	8 Carling	6 00			
	1 Croft	15 77			
	U. 1 Ferrie	11 04			
	2 Hagerman	20 00			
	5 "	15 00			
	1 Humphrey	20 00			
	U. 4 "	10 00			
	U. 2 McDougall	20 00	117 81	58 90	25 7
Peel	5 Caledon	23 75			
	10 "	35 00			
	5 Toronto	21 76			
	*5 "	24 00	104 51	40 00	20 2
Perth	13 Blanshard	20 00			
	6 Downie	20 00			
	7 "	20 00			
	8 "	20 66			
	5 North Easthope	20 00			
	7 "	20 00			
	4 Ellice	20 00			
	10 "	20 00			
	5 Elma	33 82			
	9 "	30 00			
	5 Fullarton	5 53			

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Perth—Co	U. 5 Fullarton	20 00			
	9 Logan	20 00			
	1 Mornington	20 00			
	2 "	30 00			
	4 "	21 27			
	1 Wallace	20 45			
	3 "	10 74			
	4 "	13 12			
	6 "	8 06	393 65	178 73	60 10
Peterboro'	4 Harvey	20 00			
	1 Otonabee	10 00			
	7 Smith	10 00	40 00	20 00	7 2
Prescott and Russell	1 Alfred	2 00			
	4 Caledonia	20 35			
	8 "	10 00			
	15 Clarence	19 97			
	2 Cumberland	1 50			
	3 "	20 00			
	4 "	20 00			
	5 "	19 00			
	4 E, Longueuil	20 00			
	1 N. Plantagenet	15 15			
	14 "	6 84			
	1 South Plantagenet	23 15	177 96	87 23	31 5
Prince Edward . .	1 Athol	20 00			
	3 "	20 00			
	4 "	23 30			
	5 Hallowell	13 58			
	7 "	20 53			
	11 "	20 00			
	3 Hillier	20 00			
	6 "	14 94			
	10 S. Marysburgh	20 00			
	1 Sophiasburgh	14 00			
	2 "	20 00			
	7 "	20 00			
	8 "	20 20			
	12 "	4 00	250 55	123 26	28 5
Rainy River . . .	3 Crozier	5 00			
	2 Devlin	20 00			
	2 Dobie	20 00			
	1 Morley and Patullo	22 00			
	1 Nepigon	20 00	87 00	42 50	7 5
Renfrew	1 Bagot	8 50			
	2 Brudenell	22 00			
	3 Pembroke	10 00			
	4 Ross	16 45			
	7 Stafford	10 25			
	1 Westneath	20 00			
	2 "	27 10			
	7 "	20 56			
	9 "	19 10			

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
Renfrew—Con...	1 Wilberforce... 10 00				
	6 Wilberforce and N. Algona... 7 75	171 71	81 04	16	6
Simcoe, N	3 Nottawasaga... 23 80				
	4 " " " " 17 45				
	9 " " " " 20 00				
	12 " " " " 20 00				
	14 " " " " 15 45				
	U.21&17 " and Collingwood. 19 65				
	U.2 " and Osprey..... 19 92				
	1 Vespra... 12 00				
	7 " " " " 17 00				
	3 " " and Oro... 10 00				
	5 Flos... 20 00				
	10 " " " " 11 24				
	10 Tiny... 18 80	225 31	110 75	13	12
Simcoe, E. and W. Muskoka.	2 Flos... 33 00				
	4 Oro... 37 92				
	16 " " " " 33 60				
	17 " " " " 24 30				
	2 Medora... 20 00				
	12 Matchedash... 12 00				
	12 Medonte... 26 35				
	4 Watt... 32 00				
	1 Wood... 34 25				
	2 " " " " 23 75				
	3 Tay... 28 00				
	17 " " " " 20 00	325 17	116 00	45	8
Stormont.....	2 Cornwall... 14 48				
	3 Finch... 20 08				
	6 " " " " 53 00				
	4 Osnabruck... 10 98				
	15 " " " " 17 60	116 14	41 53	7	3
Victoria W. and S.E. Muskoka.	1 Carden... 10 00				
	7 " " " " 8 00				
	2 Fenelon... 10 00				
	6 " " " " 10 00				
	13 " " " " 15 56				
	5 Mariposa... 8 50				
	6 " " " " 20 60				
	15 " " " " 10 16				
	U. 20 " " " " 10 00				
	8 Macaulay... 10 00				
	7 Ryde... 10 00				
	1 McLean... 15 00	137 82	68 61	23	8
Waterloo, No. 1.	1 Waterloo... 20 00				
	6 " " " " 20 00				
	10 " " " " 20 00				
	8 Woolwich... 10 00	70 00	35 00	12	2
Waterloo, No. 2.	19 Wellesley... 20 46				
	16 " " " " 20 00	40 46	20 00	7	1

APPENDIX D.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.		Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$	c.	\$	c.	
Wellington, N..	1 Minto	23	43			
	6 W. Luther	18	25			
	18 Maryborough	5	00	46	68	21
Wellington, S...	1 Erin	31	25			
	8 "	20	00			
	12 "	16	85			
	13 "	19	00			
	16 "	12	00			
	6 Garafraxa	20	00			
	8 "	19	60			
	2 Guelph	20	00			
	5 "	6	00			
	1 Puslinch	25	00			
	* Macdonald Consolidated School					
	Guelph Tp.....	33	43	223	13	96
Wentworth	14 Ancaster	20	00			
	10 "	10	00			
	8 "	10	00			
	3 Barton	15	00			
	5 Beverly	20	00			
	9 "	20	85			
	6 Flamboro E.	20	00			
	8 Flamboro W.	16	09			
	9 "	20	37			
	3 Saltfleet	10	50	162	81	80
York, N.....	3 N. Gwillimbury	6	50			
	4 E. Gwillimbury	10	00			
	2 King	30	21			
	10 "	7	97			
	9 Vaughan	10	00			
	6 "	11	74			
	16 "	13	15	89	57	39
York, S.....	1 Etobicoke	20	26			
	3 "	14	99			
	21 Markham	3	75			
	*2 Markham and Vaughan	20	00			
	2 "	20	00			
	5 Scarboro'	10	00			
	9 "	15	00			
	7 Vaughan	10	00			
	9 York	10	00			
	22 "	10	00	134	00	66
R. C. Separate Schools, West.	6 Arthur	21	13			
	2 Ashfield	11	40			
	6 Biddulph	3	96			
	1 Carrick and Culross	35	00			
	2 Maidstone	12	48			
	5 Sandwich, S.	10	95			
	7 Sandwich, S.	11	87			
	5 Sombra	16	00			
	13 Waterloo	15	00			
	11 Wellesley	50	00	187	79	70

* For 1904-5.

APPENDIX D.—*Concluded.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended during the academic year.	Total amount expended during the year for books recommended.	Total Government grant.	No. of public school libraries in inspectorate.	No. of libraries established during year.
		\$ c.	\$ c.		
R. C. Separate Schools, Central	1 York.....	20 00	10 00	3	.....
	Totals, 1905-6	9,477 88	4,343 24	1,587	268
	“ 1904-5	11,641 85	5,265 80	1,231	458
	Increases .....	.....	.....	356	.....
	Decreases	2,163 97	922 56	.....	190

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.				Amount of Government Grant.			
						A	B	C	D	A	B	C	D
Algoma	A. W. Readley, B.A.	H. S. Prin.	4	Bruce Mines Town	36	1				\$ c.	\$ c.	\$ c.	\$ c.
	W. R. Tracey	1	4	Thessalon Town	20	1				300 00	150 00		
	A. Cameron	11	2	1 Hallam	4		1						45 00
	H. F. Brackenridge	11	5	Blind River Town	6				1				45 00
	Arthur E. Green	1	4	8 S. Dumfries	25	1				150 00			
Brant	Ida J. Tovell	11	12	"	3								22 50
	Margery Amy	11	14	"	6								22 50
	John Hicks	11	2	8 Burford	4								22 50
	Charlotte Ballachey	1	11	"	3								22 50
	A. Winnifred Bale	11	124	"	5								22 50
Bruce, E.	Wm. J. Jolly	1	22	Brantford	8								22 50
	W. E. Van Velsor	11	3	14 Carrick	3								22 50
	Royden J. Fuller	1	7	Paisley Village	42	1				*275 00			22 50
	W. J. Ferguson	11		"									
	Donald Ross	1	8	Southampton Town									
Bruce, W.	M. A. Aldredge	1	5	Teeswater Village	24	1				150 00			
	Bruce F. Howson	1	3	10 Huron	40	1				150 00			
	Jos. Stalker	11	5	Lucknow Village	20	1				150 00	75 00		
	Wm. H. Sharp	11	1	10 Kinloss	7		1					37 50	
	Minnie McNaughton	11	1	4 Culross	4				1				22 50
Carleton	H. Stan. Sanderson	11	1	5 Greenock	5					1			22 50
	Mary Strathdee	11	12	Huron	5					22 50			22 50
	Katharine McNabb	11	14	"	4								22 50
	Thos. McElkanny	11	3	Tiverton Village	4								22 50
	Margaret Kingston	1	2	5 Fitzroy	4	1				150 00			
	Lulu Mulloy	1	3	"	17	1							
	Mabel Gurney	1	8	"	35	1				150 00			
	Evelyn Beaman	1	2	5 Goulburn	12					150 00			
	Marion Whyte	1	2	"	7					150 00			
	Laura Whitney	1	4	3 N. Gower	15	1				225 00			
Carleton	Emma Craig	1	3	"	28	1							
	Lila MacDougall	1	3	"	16	1				86 25			
		1	4	1 Nepean	38	1				150 00			

* No special for one-half year on one teacher.

J. W. Brown	II	2	9	Southwold	10	1	1	75 00	37 50	22 50
D. McGregor	II	3	11	S. Dorchester	10	1	1	75 00	37 50	22 50
R. A. Catherwood	II	2		Port Stanley, Village	10	1	1	75 00	37 50	22 50
Geo. Stewart	III	3		Springfield	16	1	1	75 00	37 50	22 50
Lily Moorehouse	III	1	6	Southwold	6	1	1		37 50	
W. A. Fowler	III	1	8	"	5	1	1		37 50	
J. C. McLenna	III	1	11	"	7	1	1		37 50	
Laura Graham	I	1	5	Dunwich	7	1	1			
Jean Anderson	II	1	8	Aldborough	4	1	1			
H. Burwell	III	1	10	Southwold	3	1	1			
Manie Saunders	II	1	18	Yarmouth	3	1	1			
Nellie Moynahan	II	1	6	Sandwich, S.	13	1	1		37 50	
Agnes Trout	I	1	8	Amherstburg, Town	19	1	1	300 00		
Ada Beattie	I	1		"						
Lizzie Kerr, B. A.	I	1	5	Tilbury, W.	30	1	1	300 00		
— Job	I	1		"						
Fred. J. Voaden	I	7		Kingsville Town	11	1	1	75 00		
J. H. Madill	II	1	2	Colchester, S.	14	1	1		37 50	
W. J. Elliott	I	3	9	"	9	1	1		37 50	
Sarah E. Revelle	II	1	7	Portland	4	1	1			22 50
Ella G. Shaw	III	1	1	Storrington	4	1	1			22 50
W. E. Shales	III	1	2	"	3	1	1			22 50
C. H. C. Moyer	I	4		Maxville, Village	25	1	1	150 00		
Wm. B. McEwan	II	3	12	Charlottenburg	4	1	1			22 50
Thomas Gowans	II	4		Thornbury, Town	6	1	1		37 50	
Chas. Stewart	III	2	3	Euphrasia	8	1	1		37 50	
Olive Matthews	II	2	4	"	3	1	1			22 50
Thos. Allan	I	1	9	Durham Town	97	1	1	450 00		
L. Maude Forfar, B. A.	I	1		"						
Floesie McKerracher	I	1		"						
Jas. A. Magee	I	8		Hanover	33	1	1	150 00		
Jas. S. Rowe	II	4		Markdale Village	32	1	1	75 00		
N. C. Mansell	II	3	5	Artemesia	14	1	1	75 00		
Jas. Coleridge	II	1	13	Egremont	5	1	1		37 50	
Donald McKenzie	II	2	16	Normanby	6	1	1		37 50	
W. C. Leman	II	4		Dundalk Village	15	1	1	75 00		
A. D. Carmichael	III	2		U. 12 Artemesia	7	1	1			22 50
W. W. Tait	II	3	4	Normanby	5	1	1			22 50
J. T. Tolchard	III	1	9	Glenelg	3	1	1			22 50
A. B. Cooper	I	3		Chatsworth Village	8	1	1		37 50	
J. M. Roszel	I	1	4	Walpole	28	1	1	150 00		
J. L. Mitchener, B. A.	I	2	3	"	20	1	1	75 00		
Maggie Kenney	II	2	1	"	15	1	1		37 50	

* For part of year.

† \$15 for 1904-5.

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree; also Assistant when he gives full time to Continuation Class work.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.				Amount of Government Grant.			
						A	B	C	D	A	B	C	D
Haldimand.— <i>Con.</i> Haliburton, etc.	Jennie Hoover.....	III	1	2 Walpole.....	3	1			1	\$		\$ c.	22 50
	A. C. Bernath.....	II	9	Huntsville Town.....	20					300 00			
	Geo. R. Coombs.....	II	4	Powassan ".....	15	1					150 00		
	Geo. W. Dominey.....	Temp	3	2 Machar.....	6		1					75 00	
	W. I. Hodges.....	II	2	6 S. Himsworth.....	7		1					75 00	
	Margery A. Barker.....	Dist.	1	1 Monmouth.....	3				1				
	W. I. Arthurs.....	II	3	1 Anson.....	3				1				
	W. F. Inman.....	II	8	Milton Town.....	69	1				300 00			22 50
	A. Evelyn Hockey.....	I	1	".....									22 50
	W. H. Stewart.....	I	7	Acton Village.....	32	1				300 00			
Hastings, N.	Jessie C. McKinnon.....	I	1	".....									
	F. T. Richardson.....	II	4	Burlington Village.....	10		1					37 50	22 50
	W. J. McClenahan.....	II	1	3 Nelson.....	4				1				
	Robert Weir.....	II	4	Marmora Village.....	10		1				75 00		
	Barbara Fraser.....	II	1	3 Elzevir.....	3				1				22 50
	V. Kenneth Greer.....	I	6	2 Tweed Village.....	28	1				150 00			
	John M. Bell.....	II	2	11 Sidney.....	17				1			37 50	
	Geo. A. Barker.....	I	4	".....	8				1			37 50	
	Adam Kiernan.....	II	1	29 Wendingaga.....	11				1			37 50	
	A. E. Thrasher.....	II	1	7 Sidney.....	4								22 50
Huron, E.	Jessie Johnston.....	III	1	20 Hungertford.....	7				1				
	I. H. Cameron.....	I	6	Brussels Village.....	61	1				300 00			
	H. O. Martin.....	I	1	".....									
	A. H. Musgrove.....	II	9	Wingham Town.....	97	1				300 00			
	Lena De La Mater.....	I	1	".....									
	John Hartley.....	I	4	Blyth Village.....	25	1				150 00		37 50	
	Wm. P. Dobson.....	III	2	Wroxeter Village.....	13		1					37 50	
	Laura A. Shannon.....	II	1	1 Grey.....	9				1			37 50	
	Harry D. Ainlay.....	III	1	5 Morris.....	6				1			37 50	
	Andrew Scott.....	II	1	3 Tuckersmith.....	6				1			37 50	
	Thos. W. Forsyth.....	II	1	".....	5				1				22 50
	Thos. G. Shillinglaw.....	II	1	".....	4				1				22 50

Louis C. Fleming	I	0	Exeter Village	98	1	1	450 00	22 50
Annie E. Dorrington	I	1	"					22 50
Agnes F. Chidley	II	3	Hensall	12	1			*37 50
Wm. McKay	II	2	Bayfield	6	1			22 50
Thos. H. Brownlee	III	1	3 Ashfield	8	1			22 50
Minnie J. Durnin	II	1	4	6	1			22 50
Fred. Ross	II	2	"	6	1			22 50
C. A. Tebbutt	II	3	5 Stephen	6	1			22 50
Claude Blhett	III	1	17 W. Wawanosh	7	1			22 50
Mabel A. Bailie	III	1	9 Ashfield	4	1			22 50
John C. Stothers	III	1	U. 1 Ashfield and Colborne	3	1			22 50
Colin M. Kiel	III	1	2 Colborne	5	1			22 50
Fanny S. Gray	III	1	5	3	1			22 50
Edward Stewart	III	1	2 Goderich	3	1			22 50
E. G. McMillan	III	1	3 Hay	6	1			22 50
Sara J. Bell	I	1	7	5	1			22 50
J. W. Hogarth	II	3	"	6	1			22 50
Alex. McLeod	II	1	4 Stanley	3	1			22 50
Jas. Delgaty	II	1	6	3	1			22 50
Geo. W. Shore	II	1	"	3	1			22 50
Geo. S. Howard	II	1	9	5	1			22 50
Wm. H. Johnston	II	1	14	6	1			22 50
Minnie Botterill	III	2	1 Stephen	3	1			22 50
R. M. McLennan	III	2	16	56	1	300 00		22 50
D. McDougall	III	2	6 Usborne	51	1	300 00		22 50
Gordon Wightman	III	1	6 E. Wawanosh	40	1	300 00		22 50
A. A. Merritt	I	8	Blenheim Town	1				22 50
Helena Dadson, B.A.	II	4	"					
Henry H. Kelly, B.A.	I	4	Bothwell					
Evelyn Tupling	I	4	"					
Clement Milburn	I	4	6 Orford					
Annie A. Robinson	II	4	Thamesville Village	40	1	150 00	75 00	
Jas. G. Cameron	III	2	4 Harwich	10	1			37 50
Lydia Broadbent	III	1	8 Camden	8				37 50
Clifford Langford	III	1	12 Howard	6	1			37 50
Frank Ferguson	III	1	2 Orford	10	1			37 50
Jas. C. Black	III	1	2 Harwich	5	1			37 50
Mamie C. Campbell	III	1	7	6	1			37 50
Stella Rowe	III	1	"	6	1			37 50
Edith Stenton	III	1	8	6	1			37 50
E. Scott Stevenson	III	1	"	10	1			37 50
Evelyn Von Gunten	III	1	12	9	1			37 50
Lizzie A. B. Devlin	III	1	3 Zone	5	1			37 50
Ross Ellison	III	1	5	10	1			37 50

* \$15 for 1904-5.

Kent, E.

Lambton, E	Emma M. Shreeve	III	1	4 N. "	3	1	1	1	22 50
	Jessie Ferguson	II	1	3 U. "	3	1	1	1	22 50
	J. W. Bennie	III	1	2 E. Tilbury, E.	4	1	1	1	22 50
	Isabella Robertson	III	1	3 M. "	3	1	1	1	22 50
	Violet Lowry	II	1	8	4	1	1	1	22 50
	F. Tanton.	I	6	Alvinston, Village.	38	1	1	300 00	22 50
Lambton, E	Annie Eccles.	I	1	"	38	1	1	+250 00	22 50
	H. E. Amoss, B.A.	II	1	Oil Springs, Village.	10	1	1	37 50	22 50
	Margaret Clark	II	3	Arkona Village.	4	1	1	22 50	22 50
	Benj. Parker.	II	3	11 Moore	3	1	1	15 00	*15 00
Lambton, W	J. D. Williamson.	III	2	18 Moore	3	1	1	150 00	22 50
	Fred Flett	III	1	20 Plymouth	49	1	1	150 00	22 50
	Hattie Dowd.	II	5	Lanark	44	1	1	150 00	22 50
Lanark	Robt. Beatty	II	4	4 Pakenham	16	1	1	37 50	22 50
	Mima A. Ellis	III	1	2 Dalhousie.	5	1	1	37 50	22 50
	Minnie Park	III	1	6 Lanark	16	1	1	37 50	22 50
	Phenie McLaren	I	4	Westport, Village	5	1	1	37 50	22 50
Leeds and Grenville	Jno. Urquhart, B.A.	II	2	5 S. Crosby	3	1	1	37 50	22 50
	L. Earle	II	2	Newboro, Village	5	1	1	37 50	22 50
	A. Morton.	II	1	22 Kitley	5	1	1	37 50	22 50
Leeds & Grenville 2	Geo. E. Scott	II	2	7 Elizabethtown	3	1	1	37 50	22 50
	Minnie Alford	II	2	11 Kitley	3	1	1	37 50	22 50
	Vina Cauley	II	1	15	45	1	1	37 50	22 50
	Kathleen Oliver	I	5	Merrickville Village.	13	1	1	37 50	22 50
	Stanley Wightman	II	6	Cardinal	14	1	1	37 50	22 50
	Geo. Weedmark	II	2	Edwardsburg.	29	1	1	37 50	22 50
	Jas. E. Burchell	II	2	U. 1-5 Oxford	4	1	1	37 50	22 50
Leeds & Grenville 3.	Wm. J. McLachlan.	I	3	Bath Village.	9	1	1	37 50	22 50
	R. H. Hutchison	II	3	Ernestown.	3	1	1	37 50	22 50
	F. Dryburgh	III	1	7 S. Fredericksburg.	3	1	1	37 50	22 50
	L. A. McCaugherty	III	1	11 Gainsburgh.	4	1	1	37 50	22 50
	F. Mittlelehdt.	III	2	9 and 14 N. Dorchester.	7	1	1	37 50	22 50
Middlesex, E.	Mark Garrett	II	1	16 N.	7	1	1	37 50	22 50
	Lillian G. Howard	II	1	7 Nissouri, W.	4	1	1	37 50	22 50
	Alice Duff	III	1	7 Westminster.	17	1	1	37 50	22 50
	Irene Walker	III	2	4 N. Dorchester.	5	1	1	37 50	22 50
	Geo. Garrett.	II	2	U. 16 Caradoc & Ekfrid.	3	1	1	37 50	22 50
	W. G. Robinson	II	1	10 Lobo.	8	1	1	37 50	22 50
Middlesex, W.	A. D. Campbell.	II	1	8 Caradoc	5	1	1	37 50	22 50
	A. L. McDougall	II	2	"	3	1	1	37 50	22 50
	C. J. Bradley	II	1	8 Lobo	3	1	1	37 50	22 50
	Geo. F. Copeland	II	1	6 E. Williams	3	1	1	37 50	22 50
	Julia M. Boyd	II	1	6 E. Williams	3	1	1	37 50	22 50

+ Special grant for one teacher only.

* For 1904-5.

John M. Scott.....	II	3	5 & 1 E. Nissouri & N.O.....	10	1	1	75 00	37 50	22 50
H. A. Everts, B.A.....	I	3	24 Blenheim.....	10	1	1	75 00	37 50	22 50
L. H. Woodrow.....	III	2	10 E. Zorra.....	6	1	1		37 50	22 50
M. B. Hugill.....	II	2	5 Dereham.....	7	1	1		37 50	22 50
A. W. Kennedy.....	III	3	Embryo Village.....	5	1	1		37 50	22 50
H. C. Branian.....	II	2	12 Dereham.....	3	1	1			22 50
Edgar Staples.....	II	2	4 & 8 Blandford & Blenheim	4	1	1			22 50
J. A. McDonald.....	III	1	15 E. Zorra.....	3	1	1			22 50
R. A. Hutchinson.....	II	1	13 & 3 N. & S. Norwich	3	1	1			22 50
John Templar.....	I	14	Parry Sound Town.....	66	1	1	\$500 00		
A. M. Currie.....	II	1	Parry Sound Town.....	18	1	1	\$500 00		45 00
C. Arthur Curtis.....	I	6	Burk's Falls Village.....	7	1	1			45 00
John Hemphill.....	III	2	Sundridge Village.....	5	1	1			45 00
John Maxwell.....	III	1	8 Perry.....	4	1	1			45 00
John C. Laing.....	III	1	6 McKellar.....	31	1	1	150 00		
Rose E. Smith.....	III	1	2 Christie.....	9	1	1		37 50	
Ethel McFarlane.....	I	4	Bolton Village.....	7	1	1		37 50	
A. M. Burchell.....	II	3	Milverton Village.....	7	1	1			22 50
W. J. Bruder.....	I	2	10 Elma.....	3	1	1			22 50
D. Grant Anderson.....	II	1	4 Mornington.....	3	1	1			22 50
Thos. Hutchinson.....	I	1	10 Blanshard.....	3	1	1			22 50
Annie L. Hudson.....	III	1	7 Downie.....	3	1	1			22 50
Jessie Bell.....	III	1	7 Ellice.....	5	1	1			22 50
Chas. T. Smith.....	III	1	5 Elma.....	3	1	1			22 50
Bevan Grainger.....	III	1	6 ".....	3	1	1			22 50
Edward Slaughter.....	III	2	U. 4 Fullarton.....	3	1	1			22 50
G. A. Marks.....	II	2	U. 6 Logan.....	3	1	1			22 50
Maggie Marks.....	II	1	11 Logan.....	3	1	1			22 50
Eliza Gordon.....	II	3	4 Ennismore.....	22	1	1	150 00		
J. A. O'Donohue.....	II	5	Havelock Village.....	10	1	1	75 00		22 50
D. L. Somerville.....	II	2	4 Otonabee.....	4	1	1		37 50	
Peter T. Pilkie.....	II	2	3 Cumberland.....	8	1	1		37 50	
Willis F. Myers.....	II	3	2 Russell.....	10	1	1			22 50
Hector Kennedy.....	II	2	2 Cumberland.....	5	1	1			22 50
A. May Sparling.....	II	2	4 ".....	3	1	1			
Winnetta E. Rutherford.....	II	2	Wellington Village.....	14	1	1	75 00		
Miss H. MacSteven.....	II	2	7 Hallowell.....	15	1	1	75 00		
F. B. Clarke.....	I	2	11 Ameliasburgh.....	7	1	1		37 50	
J. M. Roote.....	III	1	10 S. Marysburgh.....	5	1	1			22 50
Miss S. McCullough.....	III	1	8 Sophiasburgh.....	4	1	1			22 50
Geo. E. Smith.....	III	1	Fort Frances Town.....	11	1	1	300 00		
A. C. Crosby, M.A.....	I	4	1 Keewatin.....	10	1	1	300 00		
F. C. Poole.....	I	5							

† \$300 for Model Training School. ‡ Special grant, \$100.

[illegible]

York, S	Walter Rolling.	II	123	King.	3	1	1	1	1	22 50	
	M. Campbell.	I	3	Woodbridge, Village.	24	1	1	150 00			
	J. L. Moore	I	4	North Toronto, Town	12	1	1	+86 25			
	J. W. English	I	3	1 Etobicoke.	5	1	1			22 50	
Windsor and Walker-ville	Hugh A. Beaton	II	9	Walkerville, Town	16	1	1	75 00			
R. C. Bi-Lingual	Sister Mary Cleophas.	III	3	15 Gloucester.	14	1	1		37 50		
R. C. Separate	Sr. St. Andrew.		34	Westport, Village.	18	1	1	150 00			
School, East	Sr. M. Ernestine.		4	Eganville Village	7	1	1	150 00		22 50	
	Beatrice Riordan.	II	2	Chesterville "	4	1	1			22 50	
	Evelyn M. Staley	II	1	2 Wolfe Island	3	1	1			22 50	
	Anastasia Nolan.	II	12	Hagarty	10	1	1		75 00		
R. C. Separate	James E. Jones	I	5	Mattawa, Town.	5	1	1			45 00	
Schools, Central.	Sr. Mary Gertrude		5	Sudbury	1	1	1			22 50	
	Thomas J. Ryan	II	1	10 Adjala	3	1	1			22 50	
	Rose McCabe	II	2	Hastings, Village	25	1	1	150 00			
R. C. Separate	Sr. M. Ethelburt.		7	Amherstburg Town	12	1	1	75 00			
Schools, West.	Marie C. Benn.	II	2	2 Ashfield	5	1	1		37 50		
	Sr M. Alberta.		4	1 Car & 1 Culross.	3	1	1			22 50	
	Nona Coughlin.	II	1	9 Biddulph & 1 McGill	3	1	1			22 50	
	Marie Gaetzmeyer	III	1	9 Harwich	3	1	1			22 50	
	Annie J. Moran.	III	1	6 Raleigh	3	1	1			22 50	
	Rose McCarthy	II	1	1 W. Wawanosh.	5,224	88	41	100	200	3,985 00	4,837 50
Totals, 1905-6	461 Continuat'n Class teachers	\$	429	schools	5,349	78	39	138	227		
" 1904-5	"		482	schools	10	2	38	27	(6,226 25	1,320 00	1,597 50)
Increases	"		53	schools	125				2,150 00	2,665 00	3,240 00)
Decreases	"										
Total Gov't. grant.											31,576 25

† Half-year A, half-year D. ‡ For 1904-5. § 131 I class, and 216 II class.

APPENDIX F.—*FREE TEXT BOOKS IN RURAL SCHOOLS, 1906.*

Inspectorate.	Name of school (section number and township) and amount expended for text books.	Total amount expended.	Total amount of Legislative aid.
		\$ c.	\$ c.
Huron West	4 Goderich, \$11.74	11 74	5 87
Lanark	4 Darling, \$17.60; 1 Lavant, \$10.71	28 31	14 15
Middlesex, West	10 Lobo, \$4.35; 6 E. Williams, \$25.04	29 39	14 69
Perth,	1 Blanshard, \$2.68	2 68	1 34
Wentworth	8 Barton, \$25.25	25 25	12 62
Totals, 1906	7 schools	97 37	48 67
Totals, 1905	7 "	58 22	29 11
Increases		39 15	19 56

APPENDIX G.—PROCEEDINGS FOR THE YEAR 1906.

I. REGULATIONS AND CIRCULARS.

Apportionment of the General Legislative Public School Grant for 1906.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1905 and the division between the Public and Separate Schools on the average attendance of that year as reported by the Inspectors, Public School Boards and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

Under the provisions of Section 5 of "An Act respecting the Education Department, 1901," the Education Department is empowered to appropriate out of moneys voted by the Legislature for Public and Separate Schools a sum not exceeding \$5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting and the care of the premises generally have been complied with.

Each County Inspector is therefore authorized to deduct from the apportionment of each township such an amount as will provide the sum of \$5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

May, 1906.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1906

1. COUNTY OF BRANT.

Municipalities.	Apportionment.
Brantford	\$574 00
Burford	478 00
Dumfries, South	280 00
Oakland	82 00
Onondaga	119 00
Total	\$1,533 00

2. COUNTY OF BRUCE.

Albemarle	\$165 00
Amabel	296 00
Arran	253 00
Brant	388 00
Bruce	322 00
Carrick	276 00
Culross	201 00
Eastnor	122 00
Elderslie	213 00
Greenock	225 00
Huron	360 00
Kincardine	307 00
Kinloss	237 00
Lindsay	88 00
St. Edmunds	56 00
Saugeen	161 00
Total	\$3,670 00

3. COUNTY OF CARLETON.

Municipalities.	Apportionment.
Fitzroy	\$280 00
Gloucester	456 00
Goulbourn	275 00
Gower, North	228 00
Huntley	237 00
March	83 00
Marlborough	164 00
Nepean	514 00
Osgoode	461 00
Torbolton	110 00
Total	\$2,808 00

4. COUNTY OF DUFFERIN.

Amaranth	\$280 00
Garafraxa, East	217 00
Luther, East	184 00
Melancthon	392 00
Mono	331 00
Mulmur	328 00
Total	\$1,732 00

5. COUNTY OF ELGIN.

Municipalities.	Apportionment.
Aldborough	\$540 00
Bayham	441 00
Dorchester, South	183 00
Dunwich	369 00
Malahide	418 00
Southwold	405 00
Yarmouth	541 00
Total	\$2,897 00

6. COUNTY OF ESSEX.

Anderdon	\$175 00
Colchester, North	223 00
Colchester, South	342 00
Gosfield, North	222 00
Gosfield, South	246 00
Maidstone	248 00
Malden	108 00
Mersea	474 00
Pelea Island	76 00
Rochester	107 00
Sandwich, East	89 00
Sandwich, West	198 00
Sandwich, South	139 00
Tilbury, North	53 00
Tilbury, West	200 00
Total	\$2,900 00

7. COUNTY OF FRONTENAC.

Barrie	\$ 62 00
Bedford	163 00
Clarendon and Miller	95 00
Hinchinbrooke	141 00
Howe Island	136 00
Kennebec	284 00
Kingston	181 00
Loughborough	126 00
Olden	128 00
Oso	112 00
Palmerston and N. and S. Canonto	251 00
Pittsburg	229 00
Portland	209 00
Storrington	94 00
Wolfe Island	
Total	\$2,211 00

8. COUNTY OF GREY.

Artemesia	\$373 00
Bentinck	371 00
Collingwood	398 00
Derby	217 00
Egremont	351 00

7a E.

Municipalities.

Apportionment.

Euphrasia	330 00
Glenelg	232 00
Holland	282 00
Keppel	417 00
Normanby	463 00
Osprey	345 00
Proton	390 00
Sarawak	171 00
St. Vincent	307 00
Sullivan	336 00
Sydenham	370 00
Total	\$5,353 00

9. COUNTY OF HALDIMAND.

Canborough	\$103 00
Cayuga, North	181 00
Cayuga, South	84 00
Dunn	94 00
Moulton	202 00
Oneida	151 00
Rainham	206 00
Seneca	194 00
Sherbrooke	41 00
Walpole	326 00
Total	\$1,582 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	\$ 30 00
Cardiff	72 00
Dudley, Dysart, Harcourt, Harburn, Guilford	105 00
Glamorgan	58 00
Livingstone	54 00
Lutterworth	6 00
McClintock	133 00
Minden	67 00
Monmouth	26 00
Nightingale	82 00
Sherbourne	55 00
Snowdon	
Stanhope	
Total	\$693 00

11. COUNTY OF HALTON.

Esquesing	\$396 00
Nassagaweya	246 00
Nelson	299 00
Trafalgar	372 00
Total	\$1,313 00

12. COUNTY OF HASTINGS.

Municipalities.	Apportionment.
Bangor, Wicklow and McClure	\$121 00
Carlow	79 00
Dungannon	91 00
Elzevir and Grimsthorpe	159 00
Faraday	91 00
Hungerford	399 00
Huntingdon	249 00
Herschell and Monteagle	207 00
Limerick	62 00
Madoc	316 00
Marmora and Lake	172 00
Mayo	64 00
Rawdon	369 00
Sidney	449 00
ThurLOW	408 00
Tudor and Cashel	99 00
Tyendinaga	312 00
Wollaston	99 00
Total	\$3,746 00

13. COUNTY OF HURON.

Ashfield	\$295 00
Colborne	198 00
Goderich	292 00
Grey	360 00
Hay	343 00
Howick	434 00
Hullett	297 00
McKillop	238 00
Morris	272 00
Stanley	209 00
Stephen	409 00
Tuckersmith	245 00
Turnberry	240 00
Usborne	251 00
Wawanosh, East	208 00
Wawanosh, West	207 00
Total	\$4,498 00

14. COUNTY OF KENT.

Camden	\$286 00
Chatham	606 00
Dover	373 00
Harwich	492 00
Howard	321 00
Orford	257 00
Raleigh	463 00
Romney	208 00
Tilbury, East	318 00
Zone	130 00
Total	\$3,454 00

15. COUNTY OF LAMBTON.

Municipalities.	Apportionment.
Bosanquet	\$302 00
Brooke	364 00
Dawn	401 00
Enniskillen	475 00
Euphemia	225 00
Moore	504 00
Plympton	397 00
Sarnia	242 00
Sombra	437 00
Warwick	342 00
Total	\$3,689 00

16. COUNTY OF LANARK.

Bathurst	\$251 00
Beckwith	182 00
Burgess, North	41 00
Dalhousie and Sherbrooke, North	180 00
Darling	82 00
Drummond	224 00
Elmsley, North	113 00
Lanark	196 00
Lavant	58 00
Montague	223 00
Pakenham	187 00
Ramsay	241 00
Sherbrooke, South	93 00
Total	\$2,071 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	\$312 00
Crosby, North	112 00
Crosby, South	164 00
Elizabethtown	453 00
Elmsley, South	83 00
Escott, Front	124 00
Kitley	220 00
Leeds and Lansdowne, Front	285 00
Leeds and Lansdowne, Rear	250 00
Yonge and Escott, Rear	140 00
Yonge, Front	151 00
Total	\$2,294 00

17. (a) COUNTY OF GRENVILLE.

Augusta	\$415 00
Edwardsburg	388 00
Gower, South	86 00
Oxford, Rideau	299 00
Wolford	180 00
Total	\$1,368 00

18. COUNTY OF LENNOX AND
ADDINGTON.

Municipalities.	Apportionment.
Adolphustown	\$ 68 00
Amherst Island	94 00
Anglesea, Effingham and Kaladar	139 00
Camden, East	500 00
Denbigh, Abinger and Ashley	117 00
Ernestown	324 00
Fredericksburgh, North	167 00
Fredericksburgh, South	106 00
Richmond	262 00
Sheffield	208 00
Total	\$1,985 00

19. COUNTY OF LINCOLN.

Caistor	\$188 00
Clinton	212 00
Gainsborough	245 00
Grantham	232 00
Grimsby, North	148 00
Grimsby, South	155 00
Louth	208 00
Niagara	205 00
Total	\$1,593 00

20. COUNTY OF MIDDLESEX.

Adelaide	\$215 00
Biddulph	182 00
Caradoc	414 00
Delaware	173 00
Dorchester, North	407 00
Ekfrid	284 00
Lobo	293 00
London	958 00
McGillivray	302 00
Metcalf	163 00
Mosa	220 00
Nissouri, West	318 00
Westminster	518 00
Williams, East	157 00
Williams, West	147 00
Total	\$4,756 00

21. COUNTY OF NORFOLK.

Charlotteville	\$341 00
Houghton	223 00
Middleton	280 00
Townsend	445 00
Walsingham, North	233 00
Walsingham, South	204 00
Windham	373 00
Woodhouse	217 00
Total	\$2,316 00

22. COUNTY OF NORTHUMBER-
LAND.

Municipalities.	Apportionment.
Alnwick	\$109 00
Brighton	259 00
Cramahe	273 00
Haldimand	373 00
Hamilton	420 00
Monaghan, South	104 00
Murray	311 00
Percy	302 00
Seymour	327 00
Total	\$2,478 00

22. (a) COUNTY OF DURHAM.

Cartwright	\$196 00
Cavan	266 00
Clarke	388 00
Darlington	453 00
Hope	350 00
Manvers	329 00
Total	\$1,982 00

23. COUNTY OF ONTARIO.

Brock	\$401 00
Mara	294 00
Pickering	582 00
Rama	150 00
Reach	383 00
Scott	247 00
Scugog Island	52 00
Thorah	162 00
Uxbridge	293 00
Whitby, East	304 00
Whitby	207 00
Total	\$3,075 00

24. COUNTY OF OXFORD.

Blandford	\$181 00
Blenheim	495 00
Dereham	401 00
Nissouri, East	294 00
Norwich, North	258 00
Norwich, South	226 00
Oxford, North	141 00
Oxford East	241 00
Oxford, West	240 00
Zorra, East	441 00
Zorra, West	263 00
Total	\$3,181 00

25. COUNTY OF PEEL.

Municipalities.	Apportionment.
Albion	\$252 00
Caledon	454 00
Chinguacousy	432 00
Gore of Toronto	90 00
Toronto	504 00
Total	\$1,712 00

26. COUNTY OF PERTH.

Blanshard	\$278 00
Downie	276 00
Easthope, North	248 00
Easthope, South	223 00
Ellice	285 00
Elma	417 00
Fullarton	246 00
Hibbert	182 00
Logan	334 00
Mornington	311 00
Wallace	307 00
Total	\$3,107 00

27. COUNTY OF PETERBOROUGH.

Anstruther	\$ 33 00
Asphodel	181 00
Belmont	199 00
Burleigh	43 00
Cavendish	15 00
Chandos	88 00
Douro	248 00
Dummer	198 00
Ennismore	96 00
Galway	76 00
Harvey	119 00
Methuen	25 00
Monaghan, North	105 00
Otonabee	358 00
Smith	306 00
Total	\$2,095 00

28. COUNTY OF PRESCOTT.

Alfred	\$ 36 00
Caledonia	105 00
Hawkesbury, East	237 00
Hawkesbury, West	165 00
Longueuil	60 00
Plantagenet, North	295 00
Plantagenet, South	184 00
Total	\$1,082 00

28. (a) COUNTY OF RUSSELL.

Cambridge	\$194 00
Clarence	149 00
Cumberland	360 00
Russell	143 00
Total	\$846 00

29. COUNTY OF PRINCE EDWARD.

Municipalities.	Apportionment.
Ameliasburgh	\$288 00
Athol	118 00
Hallowell	342 00
Hillier	159 00
Marysburg, North	130 00
Marysburg, South	135 00
Sophiasburg	193 00
Total	\$1,365 00

30. COUNTY OF RENFREW.

Admaston	\$240 00
Algona, South	99 00
Alice and Fraser	239 00
Bagot and Blythfield	184 00
Brougham	63 00
Bromley	148 00
Brudenell and Lyndoch	156 00
Grattan	221 00
Griffith and Matawatchan	43 00
Hagarty, Jones, Sherwood, Richards and Burns	210 00
Head, Clara and Maria	38 00
Horton	154 00
McNab	410 00
Pembroke	99 00
Petewawa	124 00
Radcliffe	43 00
Raglan	91 00
Roloh, Wylie, McKay, Bu- chanan	123 00
Ross	224 00
Sebastopol	77 00
Stafford	97 00
Westmeath	332 00
Wilberforce and Algona, North	285 00
Total	\$3,750 00

31. COUNTY OF SIMCOE.

Adjala	\$234 00
Essa	477 00
Floss	397 00
Gwillimbury, West	248 00
Innisfil	420 00
Matchedash	49 00
Medonte	485 00
Nottawasaga	560 00
Orillia	439 00
Oro	390 00
Sunnidale	242 00
Tay	642 00
Tinv	382 00
Tecumseth	358 00
Tossorontio	185 00
Vespra	307 00
Total	\$5,815 00

32. COUNTY OF STORMONT.

Municipalities.	Apportionment.
Cornwall	\$593 00
Finch	377 00
Osnabruck	546 00
Roxborough	389 00
Total	\$1,905 00

32 (a) COUNTY OF DUNDAS.

Matilda	\$375 00
Mountain	331 00
Williamsburg	413 00
Winchester	384 00
Total	\$1,503 00

32 (b) COUNTY OF GLENGARRY.

Charlottenburg	\$514 00
Kenyon	447 00
Lancaster	415 00
Lochiel	420 00
Total	\$1,796 00

33. COUNTY OF VICTORIA.

Bexley	\$ 94 00
Carden	84 00
Dalton	63 00
Eldon	296 00
Emily	173 00
Fenelon	239 00
Laxton, Digby and Longford	83 00
Mariposa	432 00
Ops	255 00
Somerville	206 00
Verulam	225 00
Total	\$2,150 00

34. COUNTY OF WATERLOO.

Dumfries, North	\$223 00
Waterloo	715 00
Wellesley	446 00
Wilmot	485 00
Woodwich	452 00
Total	\$2,321 00

35. COUNTY OF WELLAND.

Bertie	\$356 00
Crowland	117 00
Humberstone	314 00
Pelham	282 00
Stamford	224 00
Thorold	199 00
Wainfleet	355 00
Willoughby	105 00
Total	\$1,952 00

36. COUNTY OF WELLINGTON.

Municipalities.	Apportionment.
Arthur	\$236 00
Eramosa	285 00
Erin	351 00
Garafraxa, West	245 00
Guelph	263 00
Luther, West	226 00
Maryborough	325 00
Minto	335 00
Nichol	187 00
Peel	382 00
Pilkington	147 00
Puslinch	320 00
Total	\$3,302 00

37. COUNTY OF WENTWORTH.

Ancaster	\$417 00
Barton	425 00
Beverly	441 00
Binbrook	140 00
Flamborough, East	274 00
Flamborough, West	306 00
Glanford	177 00
Saltfleet	399 00
Total	\$2,579 00

38. COUNTY OF YORK.

Etobicoke	\$499 00
Georgina	192 00
Gwillimbury, East	397 00
Gwillimbury, North	175 00
King	553 00
Markham	580 00
Scarborough	416 00
Vaughan	465 00
Whitchurch	371 00
York	1,323 00
Total	\$4,971 00

39. DISTRICTS.

Algoma, Manitoulin, Muskoka, Nipissing, Parry Sound, Rainy River, Thunder Bay, and Temiskaming, including rural public and separate schools, but not any town or village named in this list...	\$48,000 00
Total	\$48,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1906,
PAYABLE THROUGH THIS DEPARTMENT.

School Sections.	Apportionment.	School Sections.	Apportionment.
Adjala	10 \$30 00	Carrick	2 19 00
Alfred	3 21 00	" (with 2 Culross)	2 11 00
"	6 21 00	"	4 30 00
" 7 (with 8, Plantagenet, South)	10 00	"	14 98 00
"	7 24 00	Casey	3 and 4 (Temiscamingue)
"	8 54 00	Charlottenburg	15 50 00
"	9 25 00	Chisholm and Boulter	1 (Nipissing)
"	10 80 00	Chisholm	2 (Nipissing)
"	11 19 00	Clarence	3 27 00
"	12 28 00	"	5 105 00
"	13 26 00	"	6 73 00
"	14 13 00	"	8 43 00
"	15 24 00	"	11 30 00
Admaston	4 15 00	"	12 19 00
Anderdon, 2, 5 and 8, (with 6 and 9 Sandwich W.)	26 00	"	13 12 00
" 3 and 4	13 00	"	14 25 00
" 11	12 00	"	16 26 00
Appleby, Casimer and Dunnet	1 (Nipissing)	"	17 21 00
Arthur	3 22 00	"	18 17 00
"	6 25 00	"	19 26 00
"	10 30 00	"	20 18 00
Ashfield	2 50 00	"	21 31 00
Asphodel	4 20 00	Coleman (Temiscamingue)	1 15 00
Augusta	15 11 00	Cornwall	16 71 00
Balfour, 1, with 1 Ray-side (District of Algoma) .....	...	" .....	17 18 00
Balfour, 2 (District of Algoma) .....	...	" .....	7 4 00
Biddulph	3 6 00	Crosby, North	1 59 00
"	4 32 00	Culross (with 1 Carrick)	2 11 00
"	6 13 00	" (with 2 Carrick)	10 7 00
" 9 (with 1 McGillivray)	12 00	"	11 16 00
Bonfield, 1A, 1B, 2, 4, 5, (District of Nipissing) .....	...	" .....	13 22 00
Brant (with 3 Greenock)	2 11 00	"	14 29 00
" (with 4 Greenock) .....	...	Dilke, 6 (District of Algoma) .....	...
Brighton	1 (15) 16 00	Downie	9 38 00
Bromley	4 17 00	Dover	3 72 00
"	6 25 00	"	7 25 00
"	7 42 00	"	9 28 00
Brougham	1 7 00	Dunnett and Rutter, 1 (District of Nipissing) .....	...
Burgess, North	2 27 00	Edwardsburg	2 2 00
"	4 8 00	Ellice	1 16 00
"	6 8 00	"	6 32 00
Caledonia	3, 4 and 10 16 00	"	7 20 00
" 6 (with 7 Plantagenet S.)	13 00	Emily	4 37 00
"	10 15 00	"	6 22 00
"	12 34 00	Ferris, 2 (District of Nipissing) .....	...
"	13 15 00	" 3, .....	...
Caldwell	1 (Nipissing)	" 4, .....	...
Cambridge	3 32 00	Finch	5 68 00
"	4 28 00	Gibbons, 1 (District of Nipissing) .....	...
"	5 45 00	Grant, 1 (District of Nipissing) .....	...
" 6 and 7	58 00	Greenock, 3 (with 2 Brant)	59 00
"	6 18 00	" 4 (with Brant)	14 00
"	14P 27 00	Glenelg	5 17 00
" 15 to be app. .....	...	" .....	7 26 00
Carrick	1 25 00	Gloucester, 1 (with 3 Osgoode)	10 00
" (with 1 Culross)	1 53 00	"	4, 5 and 12 7 00
		"	14 51 00
		"	15 60 00
		"	17 17 00
		"	20 11 00

School Sections.	Apportionment.		School Sections.	Apportionment.	
Gloucester,	22	10 00	Neelon	1 (Nipissing)	
"	25	105 00	Nepean	7	19 00
"	26	25 00	"	15	93 00
Griffith, etc.	3	17 00	Nichol	1	11 00
Hagarty	4	45 00	Normanby	5	14 00
"	12	59 00	"	10	21 00
Haldimand	2	37 00	Osgoode	1	13 00
"	14	11 00	"	2 (15)	11 00
Harwich	9	19 00	" 3 (with 1 Gloucester)		11 00
Hawkesbury, East	2	58 00	Papineau, 1 (see Dist. of Nipissing)		
"	4	15 00	" 2 " "		
"	6	13 00	" 2B " "		
"	7	90 00	Peel	8	17 00
"	10	46 00	"	12	13 00
"	11	27 00	Percy	5	13 00
"	12	6 00	Percy 12 (with 12 Seymour)		9 00
"	15	17 00	Plantagenet, North ...	4	21 00
"	16	9 00	" " " "	7	18 00
"	17 to be app.		" " " "	8	58 00
"	19	15 00	" " " "	9	31 00
Hay	1	27 00	" " " "	12	15 00
Hay	11	20 00	Plantagenet, South ...	4	57 00
Hibbert (1)	3	23 00	" " " "	7	53 00
" 2 (with McKillop and Logan)		44 00	" " 7 (with 6 Caledonia)		14 00
" 3 (with McKillop, etc.)		3 00	" " " "	8	9 00
Howe Island	1	8 00	" " 8 (with 7 Alfred)		8 00
"	2	15 00	" " " "	11	40 00
"	3	16 00	" " " "	12	13 00
Holland, etc.	3	7 00	Portland	11	20 00
Hullett	2	18 00	Proton	6	22 00
Hungerford	14	8 00	Raleigh	5	21 00
Keewatin, 1 (District of Algoma)			"	6	18 00
Kenyon	12	9 00	Rayside, 1 (with 1 Balfour) (Algoma)		
Kingston	8	20 00	" 2		
Lancaster	14	26 00	Richmond	10 and 17	13 00
Lochiel	11	15 00	Rochester, 2 (with 4 Maidstone)		21 00
"	12A	37 00	"	3	49 00
"	12B	76 00	"	6	46 00
Logan (re 6 Ellice) ...		4 00	"	7	30 00
" (with 2 Hibbert and McKillop)			" 8 (with 11 Tilbury West and North) ...		8 00
Longueuil, West	2	23 00	"	9 and 14	28 00
"	4A	24 00	" 11 (with 10 Tilbury N.)		7 00
"	7	23 00	Roxboro'	12	79 00
Loughboro'	2	9 00	"	16	11 00
"	10	13 00	Russell, 1 (with 12 Winchester)		12 00
Maidstone	1	29 00	"	4	19 00
"	2	26 00	"	6	114 00
" 4 (with 2 Rochester)		16 00	"	7	20 00
" 8 (with 5 Sandwich S.)		24 00	"	8	39 00
Malden	3A	33 00	"	13	20 00
"	3B	22 00	"	14	19 00
" with Anderdon	11	3 00	Sandwich, East	1	86 00
Mara	3	50 00	"	2	17 00
March	3	42 00	"	3	31 00
Marmora and Lake ...	1	22 00	"	4	104 00
Mason and Cosby 1 (Dist. Nipissing)			Sandwich, West	1	51 00
Matawatchan	3	17 00	"	4	19 00
Moore	3, 4 and 5	8 00	" 6 and 9 (with 2, 5, 8 Anderdon)		25 00
Mornington	4	32 00	Sandwich, South, 5 (with 8 Maidstone)		23 00
McGillivray, 1 (with 9 Biddulph)		10 00	Sandwich, South	7	27 00
McIntyre	3 (Algoma)		Seymour, 12 (with 12 Percy)		12 00
McKillop	1	27 00	Sheffield	5	28 00
" 3 (with Hibbert)		7 00	Sherwood	6	59 00
" (2 Hibbert, etc.)		10 00	Sombra	5	19 00
McPherson and Kirkpatrick, 1 (District Nipissing)					

School Sections.		Apportionment.
Stafford	2	29 00
Stephen	6	35 00
Springer, 1 (Dist. of Nipissing)		
" 2 " "		
" 3 " "		
" 5 " "		
Stanley	1	22 00
Sydenham	7	9 00
Tilbury, N.	1	71 00
" " - 2		32 00
" " 6		24 00
" " 7		38 00
" 10 (with 11 Rochester)		17 00
" 11 (with 11 Tilbury W. and 8 Rochester)		8 00
Tilbury, West, 11 (with 11 Tilbury N.) and 8 Rochester...		14 00
Tilbury, East	1	8 00
" " 3		16 00
Tiny	2	98 00
Toronto Gore	6	13 00
Tyendinaga	18	11 00
" " 20		19 00
" " 24		19 00

School Sections.	Apportionment.	
Tyendinaga	28	11 00
“	30	14 00
Waterloo	13	64 00
Wawanosh, West	1	18 00
Wellesley	5	22 00
“	9 and 10	31 00
“	11	77 00
“	12	4 00
Westminster	13	6 00
Widdfield, 2 (Dist. of Nipissing)		
Williams, West	10	13 00
Wilmot	15½	53 00
Winchester, 12 (with 1 Russell)		13 00
Windham	8	55 00
Wolfe Island	1	7 00
“	2	11 00
“	4	36 00
“	7	13 00
Woolwich	10	34 00
Yonge and Escott, R.	4	7 00
York	1	43 00
		<hr/>
		\$6,955 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1906.

CITIES.	Public Schools.	Separate Schools.	Total.
CITIES.	\$ c.	\$ c.	\$ c.
Belleville.....	791 00	230 00	1,021 00
Brantford.....	2,058 00	278 00	2,336 00
Chatham.....	934 00	205 00	1,139 00
Guelph.....	1,164 00	284 00	1,448 00
Hamilton.....	5,838 00	1,206 00	7,044 00
Kingston.....	1,611 00	543 00	2,154 00
London.....	4,435 00	670 00	5,105 00
Niagara Falls.....	805 00	104 00	909 00
Ottawa.....	3,584 00	4,120 00	7,704 00
Peterborough.....	1,171 00	506 00	1,677 00
St. Catharines.....	1,053 00	270 00	1,323 00
St. Thomas.....	1,374 00	171 00	1,545 00
Stratford.....	1,227 00	290 00	1,517 00
Toronto.....	24,156 00	4,075 00	28,231 00
Windsor.....	1,109 00	548 00	1,657 00
Woodstock.....	1,033 00	56 00	1,089 00
Total.....	\$52,343 00	\$13,556 00	\$65,899 00
TOWNS.			
Alexandria.....	36 00	232 00	268 00
Alliston.....	146 00		146 00
Almonte.....	277 00	69 00	346 00
Amherstburg.....	121 00	142 00	263 00
Arnprior.....	284 00	178 00	462 00
Aurora.....	193 00		193 00
Aylmer.....	252 00		252 00
Barrie.....	687 00	104 00	791 00
Berlin.....	1,053 00	333 00	1,386 00
Blenhiem.....	180 00		180 00
Bothwell.....	107 00		107 00
Bowmanville.....	329 00		329 00
Bacebridge.....	344 00		344 00
Brampton.....	315 00		315 00
Brockville.....	859 00	266 00	1,125 00
Bruce Mines.....	84 00		84 00
Cache Bay.....	85 00		85 00
Carleton Place.....	469 00		469 00
Clinton.....	248 00		248 00
Cobourg.....	355 00	150 00	505 00
Collingwood.....	815 00		815 00
Copper Cliff.....	239 00		239 00
Cornwall.....	320 00	406 00	726 00
Deseronto.....	389 00		389 00
Dresden.....	207 00		207 00
Dundas.....	329 00	73 00	402 00
Dunnville.....	277 00		277 00
Durham.....	213 00		213 00
East Toronto.....	379 00		379 00
Essex.....	170 00		170 00
Forest.....	190 00		190 00
Fort Frances.....	69 00	23 00	92 00
Fort William.....	706 00	204 00	910 00
Galt.....	944 00	68 00	1,012 00
Gananoque.....	453 00		453 00
Goderich.....	450 00	58 00	508 00
Gore Bay.....	96 00		96 00
Gravenhurst.....	294 00		294 00
Hanover.....	240 00		240 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1906.—*Continued.*

TOWNS.— <i>Continued.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Haileybury.....	55 00		55 00
Harriston.....	205 00		205 00
Hawkesbury.....	59 00	479 00	538 00
Hespeler.....	260 00		260 00
Huntsville.....	266 00		266 00
Ingersoll.....	435 00	53 00	488 00
Kenora.....	448 00	94 00	542 00
Kincardine.....	283 00		283 00
Kingsville.....	185 00		185 00
Leamington.....	323 00		323 00
Lindsay.....	625 00	216 00	841 00
Listowel.....	247 00		247 00
Little Current.....	86 00		86 00
Massey.....	38 00	30 00	68 00
Mattawa.....	27 00	144 00	171 00
Meaford.....	245 00		245 00
Midland.....	457 00		457 00
Mitchell.....	226 00		226 00
Milton.....	185 00		185 00
Mount Forest.....	234 00	34 00	268 00
Napanee.....	402 00		402 00
New Liskeard.....	114 00		114 00
Newmarket.....	279 00	28 00	307 00
Niagara.....	169 00		169 00
North Bay.....	292 00	159 00	451 00
North Toronto.....	271 00		271 00
Oakville.....	191 00	20 00	211 00
Orangeville.....	318 00		318 00
Orillia.....	461 00	122 00	583 00
Oshawa.....	545 00	60 00	605 00
Owen Sound.....	1,128 00	78 00	1,206 00
Palmerston.....	240 00		240 00
Parkhill.....	147 00	30 00	177 00
Paris.....	388 00	48 00	436 00
Parry Sound.....	337 00		337 00
Pembroke.....	385 00	251 00	636 00
Penetanguishene.....	314 00		314 00
Perth.....	267 00	128 00	395 00
Petrolia.....	471 00		471 00
Picton.....	403 00	37 00	440 00
Port Arthur.....	624 00	195 00	819 00
Port Hope.....	516 00		516 00
Powassan.....	72 00		72 00
Prescott.....	261 00	110 00	371 00
Preston.....	246 00	67 00	313 00
Rainy River.....	96 00	28 00	124 00
Renfrew.....	215 00	163 00	378 00
Ridgetown.....	264 00		264 00
Sandwich.....	110 00	127 00	237 00
Sarnia.....	907 00	160 00	1,067 00
Sault Ste. Marie.....	701 00	147 00	848 00
Seaforth.....	210 00	52 00	262 00
Simcoe.....	364 00		364 00
Smith's Falls.....	593 00		593 00
Southampton.....	216 00		216 00
Stayner.....	139 00		139 00
Steeleton.....	179 00	99 00	278 00
Sturgeon Falls.....	107 00	159 00	266 00
St. Mary's.....	361 00	44 00	405 00
Strathroy.....	342 00		342 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1906.—*Continued.*

TOWNS.— <i>Continued.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Sudbury.....	146 00	234 00	380 00
Thessalon.....	130 00	.....	130 00
Thornbury.....	95 00	.....	95 00
Thorold.....	180 00	68 00	248 00
Tillsonburg.....	260 00	.....	260 00
Toronto Junction.....	1,013 00	.....	1,013 00
Trenton.....	318 00	98 00	416 00
Uxbridge.....	194 00	.....	194 00
Vankleek Hill.....	71 00	95 00	166 00
Walkerton.....	242 00	116 00	358 00
Walkerville.....	221 00	66 00	287 00
Wallaceburg.....	307 00	64 00	371 00
Waterloo.....	376 00	93 00	469 00
Welland.....	213 00	.....	213 00
Whitby.....	233 00	32 00	265 00
Wiarion.....	298 00	.....	298 00
Wingham.....	262 00	.....	262 00
Total.....	\$36,297 00	\$6,534 00	\$42,831 00
INCORPORATED VILLAGES.			
Acton.....	183 00	.....	183 00
Ailsa Craig.....	80 00	.....	80 00
Alvinston.....	93 00	.....	93 00
Arkona.....	57 00	.....	57 00
Arthur.....	83 00	63 00	146 00
Athens.....	106 00	.....	106 00
Ayr.....	105 00	.....	105 00
Bancroft.....	69 00	.....	69 00
Bath.....	45 00	.....	45 00
Bayfield.....	61 00	.....	61 00
Beamsville.....	94 00	.....	94 00
Beaverton.....	100 00	.....	100 00
Beeton.....	86 00	.....	86 00
Belle River.....	.....	69 00	69 00
Blyth.....	117 00	.....	117 00
Bobcaygeon.....	108 00	.....	108 00
Bolton.....	57 00	.....	57 00
Bradford.....	118 00	.....	118 00
Bridgeburg.....	144 00	.....	144 00
Brighton.....	155 00	.....	155 00
Brussels.....	137 00	.....	137 00
Burk's Falls.....	92 00	.....	92 00
Burlington.....	159 00	.....	159 00
Caledonia.....	95 00	.....	95 00
Campbellford.....	298 00	.....	298 00
Cannington.....	119 00	.....	119 00
Cardinal.....	141 00	.....	141 00
Casselman.....	10 00	72 00	82 00
Cayuga.....	115 00	.....	115 00
Chatsworth.....	48 00	.....	48 00
Chesley.....	238 00	.....	238 00
Chesterville.....	81 00	29 00	110 00
Chippawa.....	93 00	.....	93 00
Clifford.....	68 00	.....	68 00
Cobden.....	90 00	.....	90 00
Colborne.....	122 00	.....	122 00
Creemore.....	80 00	.....	80 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1906.—Continued.

INCORPORATED VILLAGES.—Continued.	Public Schools.	Separate Schools.	Total
	\$ c.	\$ c.	\$ c.
Delhi	86 00		86 00
Drayton	95 00		95 00
Dundalk	98 00		98 00
Dutton	103 00		103 00
Eganville	68 00	60 00	128 00
Elmira	160 00		160 00
Elora	127 00	26 00	153 00
Embro	67 00		67 00
Erin	60 00		60 00
Exeter	187 00		187 00
Fenelon Falls	142 00		142 00
Fergus	168 00	7 00	175 00
Fort Erie	118 00		118 00
Garden Island	28 00		28 00
Georgetown	166 00		166 00
Glencoe	97 00		97 00
Grand Valley	101 00		101 00
Grimsby	111 00		111 00
Hagersville	115 00		115 00
Hastings	53 00	42 00	95 00
Havelock	121 00		121 00
Hensall	107 00		107 00
Hintonburg	146 00	204 00	350 00
Holland Landing	48 00		48 00
Iroquois	122 00		122 00
Kemptville	157 00		157 00
Lakefield	149 00		149 00
Lanark	97 00		97 00
Lancaster	61 00		61 00
L'Orignal	117 00	32 00	149 00
Lucan	95 00		95 00
Lucknow	120 00		120 00
Madoc	121 00		121 00
Markdale	110 00		110 00
Markham	113 00		113 00
Marmora	69 00		69 00
Maxville	97 00		97 00
Merrickville	112 00		112 00
Merritton	150 00	43 00	193 00
Millbrook	103 00		103 00
Milverton	93 00		93 00
Morrisburg	178 00		178 00
Newboro'	51 00		51 00
Newburgh	57 00		57 00
Newbury	44 00		44 00
Newcastle	77 00		77 00
New Hamburg	149 00		149 00
Norwich	150 00		150 00
Norwood	104 00		104 00
Oil Springs	100 00		100 00
Omeme	79 00		79 00
Ottawa East	80 00	105 00	185 00
Paisley	108 00		108 00
Point Edward	115 00		115 00
Portsmouth	53 00	22 00	75 00
Port Carling	32 00		32 00
Port Colborne	146 00		146 00
Port Dalhousie	67 00	30 00	97 00
Port Dover	124 00		124 00
Port Elgin	157 00		157 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1906.—*Continued.*

INCORPORATED VILLAGES.— <i>Concluded.</i>	Public Schools	Separate Schools	Total
	\$ c.	\$ c.	\$ c.
Port Perry.....	146 00		146 00
Port Rowan.....	75 00		75 00
Port Stanley.....	68 00		68 00
Richmond.....	57 00		57 00
Richmond Hill.....	73 00		73 00
Rockland.....	27 00	197 00	224 00
Shelburne.....	139 00		139 00
Springfield.....	51 00		51 00
Stirling.....	62 00		62 00
Stouffville.....	142 00		142 00
Streetsville.....	64 00		64 00
Sundridge.....	47 00		47 00
Sutton.....	72 00		72 00
Tara.....	73 00		73 00
Teeswater.....	102 00		102 00
Thamesville.....	73 00		73 00
Theford.....	71 00		71 00
Tilbury.....	67 00	75 00	142 00
Tiverton.....	60 00		60 00
Tottenham.....	64 00		64 00
Tweed.....	128 00	28 00	156 00
Vienna.....	39 00		39 00
Wardsville.....	37 00		37 00
Waterdown.....	79 00		79 00
Waterford.....	126 00		126 00
Watford.....	149 00		149 00
Wellington.....	75 00		75 00
Weston.....	149 00	11 00	160 00
Westport.....	41 00	44 00	85 00
Winchester.....	138 00		138 00
Woodbridge.....	71 00		71 00
Woodville.....	51 00		51 00
Wyoming.....	79 00		79 00
Wroxeter.....	49 00		49 00
Total.....	\$12,920 00	\$1,159 00	\$14,079 00

SUMMARY OF APPORTIONMENT FOR 1906,

COUNTIES		Public Schools.	Separate Schools.	Total.
		\$ c.	\$ c.	\$ c.
1.	Brant.....	1,533 00		1,533 00
2.	Bruce.....	3,670 00	393 00	4,063 00
3.	Carleton.....	2,808 00	485 00	3,293 00
4.	Dufferin.....	1,732 00		1,732 00
5.	Elgin.....	2,897 00		2,897 00
6.	Essex.....	2,900 00	980 00	3,880 00
7.	Frontenac.....	2,211 00	168 00	2,379 00
8.	Grey.....	5,353 00	116 00	5,469 00
9.	Haldimand.....	1,582 00		1,582 00
10.	Haliburton.....	693 00		693 00
11.	Halton.....	1,313 00		1,313 00
12.	Hastings.....	3,746 00	104 00	3,850 00
13.	Huron.....	4,498 00	234 00	4,732 00
14.	Kent.....	3,454 00	207 00	3,661 00
15.	Lambton.....	3,689 00	27 00	3,716 00
16.	Lanark.....	2,071 00	43 00	2,114 00
17.	Leeds and Grenville.....	3,662 00	24 00	3,686 00
18.	Lennox and Addington.....	1,985 00	41 00	2,026 00
19.	Lincoln.....	1,593 00		1,593 00
20.	Middlesex.....	4,756 00	92 00	4,848 00
21.	Norfolk.....	2,316 00	55 00	2,371 00
22.	Northumberland and Durham.....	4,460 00	98 00	4,558 00
23.	Ontario.....	3,075 00	50 00	3,125 00
24.	Oxford.....	3,181 00		3,181 00
25.	Peel.....	1,712 00	13 00	1,725 00
26.	Perth.....	3,107 00	213 00	3,320 00
27.	Peterborough.....	2,095 00	20 00	2,115 00
28.	Prescott and Russell.....	1,928 00	2,139 00	4,067 00
29.	Prince Edward.....	1,365 00		1,365 00
30.	Renfrew.....	3,750 00	332 00	4,082 00
31.	Simcoe.....	5,815 00	128 00	5,943 00
32.	Stormont, Dundas and Glengarry.....	5,204 00	488 00	5,692 00
33.	Victoria.....	2,150 00	59 00	2,209 00
34.	Waterloo.....	2,321 00	285 00	2,606 00
35.	Welland.....	1,952 00		1,952 00
36.	Wellington.....	3,302 00	118 00	3,420 00
37.	Wentworth.....	2,579 00		2,579 00
38.	York.....	4,971 00	43 00	5,014 00
Total.....		111,429 00	6,955 00	118,384 00
39. Districts—				
(a)	Algoma.....	Exclusive of the towns and villages, which ap- pear in the general list	2,000 00	48,000 00
(b)	Manitoulin.....			
(c)	Muskoka.....			
(d)	Nipissing.....			
(e)	Parry Sound.....			
(f)	Rainy River.....			
(g)	Thunder Bay.....			
(h)	Temiscamingue.....			
Total.....		46,000 00	2,000 00	48,000 00
GRAND TOTALS.				
		\$ c.	\$ c.	\$ c.
COUNTIES.....		111,429 00	6,955 00	118,384 00
CITIES.....		52,343 00	13,556 00	65,899 00
TOWNS.....		36,297 00	6,534 00	42,831 00
VILLAGES.....		12,920 00	1,159 00	14,079 00
DISTRICTS.....		46,000 00	2,000 00	48,000 00
Totals.....		258,989 00	30,204 00	289,193 00

APPORTIONMENT OF THE SPECIAL LEGISLATIVE PUBLIC AND SEPARATE SCHOOL GRANT FOR 1906.

The apportionment of the Special Legislative Grant for Public and Separate Schools for 1906 among the townships of the Province is based primarily upon the population of each as compared with the population of all the townships of the Province (not including the territorial districts) according to the annual returns from the municipal clerks; and secondly where there are Separate Schools in a township it is divided between the Public and Separate Schools according to the average number of pupils attending such schools respectively.

While the Separate Schools will receive their portion of the Special Grant (divided among them equally for 1906 in the same way as in the Public Schools), direct from the Department, that of the Public Schools, according to this schedule, is to be divided by the Inspector equally for 1906 among all the Public Schools of each township, subject to the following regulation of the Education Department in regard to School Sections composed of portions of different townships in the same or different counties :

"The apportionment to each school composed of portions of different townships in the same or different counties, from the Special Legislative Grant to each township concerned, shall, as far as practicable, be that fraction of the grant to each of the other schools of the township which the average attendance from the township at said school is of the total average attendance at said school; thus, for example, if the total average attendance is 24, 8 being the average from one township and 16 from the other, the school shall be reckoned as *one-third* of a school in computing the apportionment in the first township, and as *two-thirds* of a school in computing the apportionment in the second."

The Legislative grant apportioned to the Public Schools of each township per this schedule is to be paid to the Treasurer of the County in which such township is situated on or before the First day of July, as the Lieutenant-Governor in Council may direct.

Under the Act of 1906 amending the Public Schools Act, it is compulsory upon the municipal council of every organized county to levy and collect by an equal rate upon the taxable property of the whole county, per section 39 of the said Amending Act, a sum at least the equivalent of the special grant made by the Legislative Assembly to the rural Public and Separate Schools of the county. Such county grant shall be payable to the trustees of the respective schools receiving special legislative grants in the same proportions as the said special legislative grants are apportioned.

Each County Council is therefore required to make provision forthwith for at least the equivalent to the special Rural Schools grant by the Legislature to the townships of its county as per this schedule and to arrange to pay the same upon the certificate of the Public or Separate School Inspector that such payments are due as at least the equivalent of the sums apportioned and payable by the Education Department.

MAY, 1906.

PUBLIC AND SEPARATE SCHOOL SPECIAL APPORTIONMENT
FOR 1906.

COUNTY OF BRANT.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Brantford.....	291 00	.....	291 00
Burford.....	242 00	.....	242 00
Dumfries, South.....	142 00	.....	142 00
Oakland.....	41 00	.....	41 00
Onondaga.....	60 00	.....	60 00
Total.....	\$776 00	.....	\$776 00

COUNTY OF BRUCE.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Albermarle.....	83 00	.....	83 00
Amabel.....	150 00	.....	150 00
Arran.....	128 00	.....	128 00
Brant.....	197 00	7 00	204 00
Bruce.....	163 00	.....	163 00
Carrick.....	142 00	118 00	260 00
Culross.....	102 00	35 00	137 00
Eastnor.....	62 00	.....	62 00
Elderslie.....	108 00	.....	108 00
Greenock.....	114 00	37 00	151 00
Huron.....	182 00	.....	182 00
Kincardine.....	155 00	.....	155 00
Kinloss.....	120 00	.....	120 00
Lindsay.....	45 00	.....	45 00
St. Edmunds.....	29 00	.....	29 00
Saugeen.....	82 00	.....	82 00
Total.....	\$1,862 00	\$197 00	\$2,059 00

COUNTY OF CARLETON.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Fitzroy.....	142 00	.....	142 00
Gloucester.....	231 00	150 00	381 00
Goulburn.....	140 00	.....	140 00
Gower, North.....	115 00	.....	115 00
Huntley.....	120 00	.....	120 00
March.....	42 00	22 00	64 00
Marlborough.....	83 00	.....	83 00
Nepean.....	260 00	57 00	317 00
Osgoode.....	234 00	17 00	251 00
Torbolton.....	56 00	.....	56 00
Total.....	\$1,423 00	\$246 00	\$1,669 00

COUNTY OF DUFFERIN.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Amaranth.....	142 00	.....	142 00
Garafraxa, East.....	110 00	.....	110 00
Luther, East.....	93 00	.....	93 00
Melancthon.....	198 00	.....	198 00
Mono.....	168 00	.....	168 00
Mulmur.....	167 00	.....	167 00
Total.....	\$878 00	.....	\$878 00

COUNTY OF ELGIN.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Aldborough.....	274 00	.....	274 00
Bayham.....	223 00	.....	223 00
Dorchester, South.....	93 00	.....	93 00
Dunwich.....	187 00	.....	187 00
Malahide.....	212 00	.....	212 00
Southwold.....	205 00	.....	205 00
Yarmouth.....	274 00	.....	274 00
Total.....	\$1,468 00	.....	\$1,468 00

COUNTY OF ESSEX.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Anderdon	88 00	26 00	114 00
Colchester, North	113 00		113 00
Colchester, South	173 00		173 00
Gosfield, North	112 00		112 00
Gosfield, South	125 00		125 00
Maidstone	126 00	48 00	174 00
Malden	55 00	29 00	84 00
Mersea	240 00		240 00
Pelee Island	38 00		38 00
Rochester	54 00	96 00	150 00
Sandwich, East	45 00	121 00	166 00
Sandwich, West	100 00	48 00	148 00
Sandwich, South	71 00	25 00	96 00
Tilbury, North	27 00	96 00	123 00
Tilbury, West	103 00	7 00	110 00
Total	\$1,470 00	\$496 00	\$1,966 00

COUNTY OF FRONTENAC.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Barrie	31 00		31 00
Bedford	82 00		82 00
Clarendon and Miller	48 00		48 00
Hinchinbrooke	71 00		71 00
Howe Island		20 00	20 00
Kennebec	69 00		69 00
Kingston	144 00	10 00	154 00
Loughborough	92 00	11 00	103 00
Olden	64 00		64 00
Oso	65 00		65 00
Palmerston and North and South Canoto	57 00		57 00
Pittsburg	127 00		127 00
Portland	116 00	10 00	126 00
Storrington	106 00		106 00
Wolfe Island	48 00	34 00	82 00
Total	\$1,120 00	\$85 00	\$1,205 00

COUNTY OF GREY.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Artemesia.....	189 00	.....	189 00
Bentinck.....	188 00	.....	188 00
Collingwood.....	202 00	.....	202 00
Derby.....	110 00	.....	110 00
Egremont.....	178 00	.....	178 00
Euphrasia.....	167 00	.....	167 00
Glenelg.....	117 00	22 00	139 00
Holland.....	142 00	4 00	146 00
Keppel.....	212 00	.....	212 00
Normanby.....	235 00	17 00	252 00
Osprey.....	175 00	.....	175 00
Proton.....	197 00	12 00	209 00
Sarawak.....	86 00	.....	86 00
St. Vincent.....	156 00	.....	156 00
Sullivan.....	170 00	.....	170 00
Sydenham.....	187 00	5 00	192 00
Total.....	\$2,711 00	\$60 00	\$2,771 00

COUNTY OF HASTINGS.

Municipalities.	Apportionment.		Total.
	Public Schools	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Bangor, McClure and Wicklow.....	61 00	.....	61 00
Carlow.....	40 00	.....	40 00
Dungannon.....	47 00	.....	47 00
Elzevir and Grimsthorp.....	81 00	.....	81 00
Faraday.....	46 00	.....	46 00
Hungerford.....	201 00	5 00	206 00
Huntingdon.....	126 00	.....	126 00
Herschell and Monteagle.....	104 00	.....	104 00
Madoc.....	160 00	.....	160 00
Marmora and Lake.....	87 00	11 00	98 00
Mayo.....	33 00	.....	33 00
Rawdon.....	187 00	.....	187 00
Sidney.....	228 00	.....	228 00
Thurlow.....	207 00	.....	207 00
Tudor and Cashel.....	50 00	.....	50 00
Limerick.....	31 00	.....	31 00
Wollaston.....	50 00	.....	50 00
Tyendinaga.....	159 00	37 00	196 00
Total.....	\$1,898 00	\$53 00	\$1,951 00

COUNTY OF HALIBURTON.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Anson and Hindon.....	15 00	.....	15 00
Cardiff.....	37 00	.....	37 00
Dudley, Dysart, Harcourt, Harburn and Guilford.....	53 00	.....	53 00
Glamorgan.....	30 00	.....	30 00
Livingstone.....	.....	.....	.....
Lutterworth.....	27 00	.....	27 00
McClintock.....	3 00	.....	3 00
Minden.....	70 00	.....	70 00
Monmouth.....	34 00	.....	34 00
Nightingale.....	.....	.....	.....
Sherbourne.....	13 00	.....	13 00
Snowdon.....	41 00	.....	41 00
Stanhope.....	28 00	.....	28 00
Total.....	\$351 00	.....	\$351 00

COUNTY OF HALTON.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Esquesing.....	200 00	.....	200 00
Nassagaweya.....	125 00	.....	125 00
Nelson.....	152 00	.....	152 00
Trafalgar.....	188 00	.....	188 00
Total.....	\$665 00	.....	\$665 00

COUNTY OF HALDIMAND.

Municipalities.	Apportionment.		Totals.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Canborough.....	52 00	.....	52 00
Cayuga, North.....	91 00	.....	91 00
Cayuga, South.....	43 00	.....	43 00
Dunn.....	48 00	.....	48 00
Moulton.....	102 00	.....	102 00
Oneida.....	77 00	.....	77 00
Rainham.....	104 00	.....	104 00
Seneca.....	98 00	.....	98 00
Sherbrooke.....	21 00	.....	21 00
Walpole.....	165 00	.....	165 00
Total.....	\$801 00	.....	\$801 00

COUNTY OF HURON.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Ashfield	150 00	25 00	175 00
Colborne	101 00		101 00
Goderich	148 00		148 00
Grey	182 00		182 00
Hay	173 00	24 00	197 00
Howick	220 00		220 00
Hullett	151 00	9 00	160 00
McKillop	120 00	23 00	143 00
Morris	138 00		138 00
Stanley	106 00	11 00	117 00
Stephen	207 00	18 00	225 00
Tuckersmith	124 00		124 00
Turnberry	122 00		122 00
Uxborne	127 00		127 00
Wawanosh, East	105 00		105 00
Wawanosh, West	105 00	9 00	114 00
Total	\$2,279 00	119 00	\$2,398 00

COUNTY OF LANARK.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Bathurst	127 00		127 00
Beckwith	92 00		92 00
Burgess, North	21 00	21 00	42 00
Dalhousie and Sherbrooke, North	91 00		91 00
Darling	42 00		42 00
Drummond	114 00		114 00
Elmsley, North	57 00		57 00
Lanark	100 00		100 00
Lavant	29 00		29 00
Montague	113 00		113 00
Pakenham	95 00		95 00
Ramsay	122 00		122 00
Sherbrooke, South	47 00		47 00
Total	\$1,050 00	\$21 00	\$1,071 00

COUNTY OF KENT.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Camden	145 00	.....	145 00
Chatham	307 00	.....	307 00
Dover	189 00	64 00	253 00
Harwich	250 00	9	259 00
Howard	162 00	.....	162 00
Orford	130 00	.....	130 00
Raleigh	235 00	20 00	255 00
Romney	105 00	.....	105 00
Tilbury, East	161 00	12 00	173 00
Zone	66 00	.....	66 00
Total	\$1,750 00	\$105 00	\$1,855 00

COUNTY OF LAMBTON.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Bosanquet	153 00	.....	153 00
Brooke	185 00	.....	185 00
Dawn	203 00	.....	203 00
Enniskillen	241 00	.....	241 00
Euphemia	114 00	.....	114 00
Moore	256 00	4 00	260 00
Plympton	201 00	.....	201 00
Sarnia	122 00	.....	122 00
Sombra	221 00	10 00	231 00
Warwick	173 00	.....	173 00
Total	\$1,869 00	\$14 00	\$1,883 00

COUNTY OF GRENVILLE.

Municipalities.	Apportionment.		Totals.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Augusta	210 00	6 00	216 00
Edwardsburg	197 00	1 00	198 00
Gower, South	43 00	.....	43 00
Oxford, Rideau	152 00	.....	152 00
Wolford	91 00	.....	91 00
Total	\$693 00	\$7 00	\$700 00

COUNTY OF LEEDS.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Bastard and Burgess South.....	158 00	.....	158 00
Crosby, North.....	57 00	2 00	59 00
Crosby, South.....	83 00	.....	83 00
Elizabethtown.....	229 00	.....	229 00
Elmsley, South.....	42 00	.....	42 00
Escott, Front.....	63 00	.....	63 00
Kitley.....	112 00	.....	112 00
Leeds & Lansdowne Front.....	144 00	.....	144 00
Leeds and Lansdowne Rear.....	127 00	.....	127 00
Yonge and Escott, Rear.....	71 00	4 00	75 00
Yonge, Front.....	76 00	.....	76 00
Total.....	\$1,162 00	\$6 00	\$1,168 00

COUNTY OF LENNOX AND ADDINGTON.

Municipalities.	Apportionment.		Totals.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Adolphustown.....	34 00	.....	34 00
Amherst Island.....	48 00	.....	48 00
Anglesea, Effingham and Kaladar.....	70 00	.....	70 00
Camden, East.....	253 00	.....	253 00
Denbigh, Abinger and Ashley.....	59 00	.....	59 00
Ernestown.....	164 00	.....	164 00
Fredericksburg, North.....	85 00	.....	85 00
Fredericksburg, South.....	54 00	.....	54 00
Richmond.....	133 00	6 00	139 00
Sheffield.....	106 00	14 00	120 00
Total.....	\$1,006 00	\$20 00	\$1,026 00

COUNTY OF LINCOLN.

Municipalities.	Apportionment.		Totals.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Caistor.....	95 00	.....	95 00
Clinton.....	108 00	.....	108 00
Gainsborough.....	124 00	.....	124 00
Grantham.....	118 00	.....	118 00
Grimsby, North.....	75 00	.....	75 00
Grimsby, South.....	78 00	.....	78 00
Louth.....	105 00	.....	105 00
Niagara.....	104 00	.....	104 00
Total.....	\$807 00	.....	\$807 00

COUNTY OF MIDDLESEX.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Adelaide	109 00	.....	109 00
Biddulph	91 00	33 00	124 00
Caradoc	210 00	.....	210 00
Delaware	88 00	.....	88 00
Dorchester, North	207 00	.....	207 00
Ekfrid	144 00	.....	144 00
Lobo	148 00	.....	148 00
London	486 00	.....	486 00
McGillivray	153 00	5 00	158 00
Metcalf	85 00	.....	85 00
Mosa	111 00	.....	111 00
Nissouri, West	162 00	.....	162 00
Westminster	262 00	3 00	265 00
Williams, East	79 00	.....	79 00
Williams, West	74 00	7 00	81 00
Total	\$2,409 00	\$48 00	\$2,447 00

COUNTY OF NORFOLK.

Municipality.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Charlottesville	173 00	.....	173 00
Houghton	113 00	.....	113 00
Middleton	142 00	.....	142 00
Townsend	226 00	.....	226 00
Walsingham North	118 00	.....	118 00
Walsingham, South	103 00	.....	103 00
Windham	189 00	28 00	217 00
Woodhouse	110 00	.....	110 00
Total	\$1,174 00	\$28 00	\$1,202 00

COUNTY OF DURHAM.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Cartwright	99 00	.....	99 00
Cavan	135 00	.....	135 00
Clarke	197 00	.....	197 00
Darlington	230 00	.....	230 00
Hope	177 00	.....	177 00
Manvers	167 00	.....	167 00
Total	\$1,005 00	.....	\$1,005 00

COUNTY OF NORTHUMBERLAND.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	
Alnwick	55 00	.....	55 00
Brighton	131 00	8 00	139 00
Cramahe	139 00	.....	139 00
Haldimand	189 00	24 00	213 00
Hamilton	213 00	.....	213 00
Monaghan, South	53 00	.....	53 00
Murray	158 00	.....	158 00
Percy	153 00	11 00	164 00
Seymour	166 00	6 00	172 00
Total	\$1,257 00	\$49 00	\$1,306 00

COUNTY OF ONTARIO.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	
Brock	203 00	.....	203 00
Mara	149 00	26 00	175 00
Pickering	295 00	.....	295 00
Rama	76 00	.....	76 00
Reach	194 00	.....	194 00
Scott	124 00	.....	124 00
Scugog Island	27 00	.....	27 00
Thorah	82 00	.....	82 00
Uxbridge	149 00	.....	149 00
Whitby, East	154 00	.....	154 00
Whitby	105 00	.....	105 00
Total	\$1,558 00	\$26 00	\$1,584 00

COUNTY OF PEEL.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	
Albion	128 00	.....	128 00
Caledon	220 00	.....	220 00
Chinguacousy	219 00	.....	219 00
Gore of Toronto	45 00	7 00	52 00
Toronto	256 00	.....	256 00
Total	\$868 00	\$7 00	\$875 00

COUNTY OF OXFORD.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Blandford.....	92 00	.....	92 00
Blenheim.....	251 00	.....	251 00
Dereham.....	203 00	.....	203 00
Nissouri, East.....	149 00	.....	149 00
Norwich, North.....	131 00	.....	131 00
Norwich, South.....	114 00	.....	114 00
Oxford, North.....	72 00	.....	72 00
Oxford, East.....	122 00	.....	122 00
Oxford, West.....	122 00	.....	122 00
Zorra, East.....	223 00	.....	223 00
Zorra, West.....	133 00	.....	133 00
Total.....	\$1,612 00	.....	\$1,612 00

COUNTY OF PERTH.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Blanshard.....	141 00	.....	141 00
Downie.....	140 00	19 00	159 00
Easthope, North.....	126 00	.....	126 00
Easthope, South.....	113 00	.....	113 00
Ellice.....	145 00	34 00	179 00
Elma.....	211 00	.....	211 00
Fullarton.....	124 00	.....	124 00
Hibbert.....	92 00	36 00	128 00
Logan.....	169 53	2 47	172 00
Mornington.....	158 00	16 00	174 00
Wallace.....	156 00	.....	156 00
Total.....	\$1,575 53	\$107 47	\$1,683 00

COUNTY OF PRESCOTT.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Alfred.....	18 00	175 00	193 00
Caledonia.....	53 00	48 00	101 00
Hawkesbury, East.....	120 00	150 00	270 00
Hawkesbury, West.....	84 00	.....	84 00
Longueuil.....	31 00	35 00	66 00
Plantaganet, North.....	149 00	73 00	222 00
Plantaganet, South.....	93 00	98 00	191 00
Total.....	\$548 00	\$579 00	\$1,127 00

COUNTY OF PETERBOROUGH.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Anstruther	19 00		19 00
Asphodel	92 00	10 00	102 00
Belmont	101 00		101 00
Burleigh	22 00		22 00
Cavendish	8 00		8 00
Chandos	44 00		44 00
Douro	126 00		126 00
Dummer	100 00		100 00
Ennismore	48 00		48 00
Galway	39 00		39 00
Harvey	60 00		60 00
Methuen	13 00		13 00
Monaghan, North	54 00		54 00
Otonabee	181 00		181 00
Smith	155 00		155 00
Total	\$1,062 00	\$10 00	\$1,072 00

COUNTY OF RUSSELL.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Cambridge	99 00	105 00	204 00
Clarence	76 00	239 00	315 00
Cumberland	182 00	38 00	220 00
Russell	72 00	124 00	196 00
Total	\$429 00	\$506 00	\$935 00

COUNTY OF PRINCE EDWARD.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Ameliasburg	146 00		146 00
Athol	60 00		60 00
Hallowell	173 00		173 00
Hillier	80 00		80 00
Marysburg, North	66 00		66 00
Marysburg, South	69 00		69 00
Sophiasburg	98 00		98 00
Total	\$692 00		\$692 00

COUNTY OF RENFREW.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Admaston	122 00	7 00	129 00
Algona, South	50 00	.....	50 00
Alice and Fraser	120 00	.....	120 00
Bagot and Blythfield	93 00	.....	93 00
Brougham	31 00	4 00	35 00
Bromley	75 00	43 00	118 00
Brudenell and Lyndoch	79 00	.....	79 00
Grattan	112 00	.....	112 00
Griffith and Matawatchan	21 00	18 00	39 00
Hagarty, Jones, Sherwood, Richards, Burns	107 00	82 00	189 00
Head, Clara and Maria	22 00	.....	22 00
Horton	78 00	.....	78 00
McNab	207 00	.....	207 00
Pembroke	50 00	.....	50 00
Petewawa	63 00	.....	63 00
Radcliffe	22 00	.....	22 00
Raglan	46 00	.....	46 00
Rolph, Wylie, McKay, Buchanan	62 00	.....	62 00
Ross	114 00	.....	114 00
Sebastopol	39 00	.....	39 00
Stafford	49 00	15 00	64 00
Westmeath	194 00	.....	194 00
Wilberforce and Algona North	144 00	.....	144 00
Total	\$1,900 00	\$169 00	\$2,069 00

COUNTY OF SIMCOE.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Adjala	119 00	15 00	134 00
Essa	242 00	.....	242 00
Flos	201 00	.....	201 00
Gwilliambury, West	126 00	.....	126 00
Innisfil	213 00	.....	213 00
Matchedash	25 00	.....	25 00
Medonte	245 00	.....	245 00
Nottawasaga	284 00	.....	284 00
Orillia	222 00	.....	222 00
Oro	198 00	.....	198 00
Sunnidale	123 00	.....	123 00
Tay	325 00	.....	325 00
Tiny	194 00	50 00	244 00
Tecumseth	181 00	.....	181 00
Toscorontio	94 00	.....	94 00
Vespra	156 00	.....	156 00
Total	\$2,948 00	\$65 00	\$3,013 00

COUNTY OF STORMONT.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Cornwall	300 00	53 00	353 00
Finch	191 00	34 00	225 00
Osnabruck	276 00	.....	276 60
Roxborough	197 00	46 00	243 00
Total	\$964 00	\$133 00	\$1,097 00

COUNTY OF DUNDAS.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Matilda	190 00	.....	190 00
Mountain	168 00	.....	168 00
Williamsburg	210 00	.....	210 00
Winchester	194 00	7 00	201 00
Total	\$762 00	\$7 00	\$769 00

COUNTY OF GLENGARRY.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Charlottenburg.....	260 00	26 00	286 00
Kenyon	227 00	4 00	231 00
Lancaster.....	210 00	13 00	223 00
Lochiel	213 00	65 00	278 00
Total.....	\$910 00	\$108 00	\$1,018 00

COUNTY OF VICTORIA.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Bexley	48 00	.....	48 00
Carden	43 00	.....	43 00
Dalton	32 00	.....	32 00
Eldon	150 00	.....	150 00
Emily	88 00	30 00	118 00
Fenelon	121 00	.....	121 00
Laxton, Digby and Longford	42 00	.....	42 00
Mariposa	219 00	.....	219 00
Ops	129 00	.....	129 00
Somerville	104 00	.....	104 00
Verulam	114 00	.....	114 00
Total	\$1,090 00	\$30 00	\$1,120 00

COUNTY OF WATERLOO.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Dumfries, North	113 00	.....	113 00
Waterloo	362 00	33 00	395 00
Wellesley	226 00	68 00	294 00
Wilmot	246 00	27 00	273 00
Woolwich	229 00	17 00	246 00
Total	\$1,176 00	\$145 00	\$1,321 00

COUNTY OF WELLINGTON.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Arthur	121 00	38 00	159 00
Eramosa	145 00	.....	145 00
Erin	178 00	.....	178 00
Garafraxa, West	124 00	.....	124 00
Guelph	133 00	.....	133 00
Luther, West	115 00	.....	115 00
Maryborough	165 00	.....	165 00
Minto	170 00	.....	170 00
Nichol	96 00	5 00	101 00
Peel	193 00	15 00	208 00
Pilkington	74 00	.....	74 00
Pushinch	162 00	.....	162 00
Total	\$1,676 00	\$58 00	\$1,734 00

COUNTY OF WELLAND.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Bertie	181 00	.....	181 00
Crowland	59 00	.....	59 00
Humberstone	160 00	.....	160 00
Pelham	143 00	.....	143 00
Stamford	114 00	.....	114 00
Thorold	101 00	.....	101 00
Wainfleet	180 00	.....	180 00
Willoughby	53 00	.....	53 00
Total	\$991 00	.....	\$991 00

COUNTY OF WENTWORTH.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.		\$ c.
Ancaster	212 00	.....	212 00
Barton	215 00	.....	215 00
Beverly	223 00	.....	223 00
Binbrook	71 00	.....	71 00
Flamborough, East	139 00	.....	139 00
Flamborough, West	155 00	.....	155 00
Glanford	90 00	.....	90 00
Saltfleet	203 00	.....	203 00
Total	\$1,308 00	.....	\$1,308 00

COUNTY OF YORK.

Municipalities.	Apportionment.		Total.
	Public Schools.	Separate Schools.	
	\$ c.	\$ c.	\$ c.
Etobicoke	253 00	.....	253 00
Georgina	97 00	.....	97 00
Gwillimbury, East	201 00	.....	201 00
Gwillimbury, North	89 00	.....	89 00
King	281 00	.....	281 00
Markham	294 00	.....	294 00
Scarboro'	211 00	.....	211 00
Vaughan	236 00	.....	236 00
Whitehnrch	188 00	.....	188 00
York	670 00	22 00	692 00
Total	\$2,520 00	\$22 00	\$2,542 00

APPORTIONMENT OF SPECIAL LEGISLATIVE GRANT TO ROMAN CATHOLIC
RURAL SEPARATE SCHOOLS FOR 1906, PAYABLE THROUGH THIS
DEPARTMENT.

School Sections.	Apportionment.
Adjala, No. 10	\$15 00
Alfred, No. 3	15 22
" No. 6	15 22
" No. 7 \$7.61, with No. 8 Plantagenet South, \$8.17	15 78
" No. 7	15 22
" No. 8	15 22
" No. 9	15 22
" No. 10	15 22
" No. 11	15 22
" No. 12	15 22
" No. 13	15 21
" No. 14	15 21
" No. 15	15 21
Admaston, No. 4	7 00
Anderdon, No. 2, 5 and 8, \$5.66, with No. 6 and 9, Sandwich West, \$9.60 ...	15 26
" No. 3 and 4	11 30
" No. 11, \$9.04, with Malden \$2.63	11 67
Arthur, No. 3	12 66
" No. 6	12 67
" No. 10	12 67
Ashfield, No. 2	25 00
Asphodel, No. 4	10 00
Augusta, No. 15	6 00
Biddulph, No. 3	9 43
" No. 4	9 43
" No. 6	9 43
" No. 9, \$4.71, with No. 1 McGillivray, \$5.00	9 71
Brant, No. 2, \$3.09, with No. 3 Greenock, \$19.00	22 09
" \$3.91, with No. 4 Greenock, \$18.00	21 91
Brighton, No. 1 (15)	8 00
Bromley, No. 4	14 34
" No. 6	14 33
" No. 7	14 33
Brougham, No. 1	4 00
Burgess North, No. 2	7 00
" No. 4	7 00
" No. 6	7 00
Caledonia, No. 3, 4 and 10	10 67
" No. 6, \$5.33, with No. 7 Plantagenet South, \$8.17	13 50
" No. 10	10 67
" No. 12	10 67
" No. 13	10 66
Cambridge, No. 3	17 50
" No. 4	17 50
" No. 5	17 50
" No. 6 and 7	17 50
" No. 6	17 50
" No. 14P	17 50
Carrick, No. 1	23 60
" No. 1, \$11.80, with No. 1 Culross, \$23.39	35 19
" No. 2	23 60
" No. 2, \$11.80, with No. 2 Culross, \$11.61	23 41
" No. 4	23 60
" No. 14	23 60
Charlottenburg, No. 15	26 00
Clarence, No. 3	17 08
" No. 5	17 08
" No. 6	17 07
" No. 8	17 07
" No. 11	17 07
" No. 12	17 07
" No. 13	17 07

School Sections.		Apportionment
Clarence, No. 14	.....	17 07
“ No. 16	.....	17 07
“ No. 17	.....	17 07
“ No. 18	.....	17 07
“ No. 19	.....	17 07
“ No. 20	.....	17 07
“ No. 21	.....	17 07
Cornwall, No. 1	.....	17 67
“ No. 16	.....	17 67
“ No. 17	.....	17 66
Crosby North, No. 7	.....	2 00
Cumberland, No. 10	.....	9 50
“ No. 11	.....	9 50
“ No. 13	.....	9 50
“ No. 14	.....	9 50
Downie, No. 9	.....	19 00
Dover, No. 3	.....	21 34
“ No. 7	.....	21 33
“ No. 9	.....	21 33
Edwardsburg, No. 2	.....	1 00
Ellice, No. 1	.....	11 77
“ No. 6, \$10.46, with Logan, \$1.88	.....	12 34
“ No. 7	.....	11 77
Emily, No. 4	.....	15 00
“ No. 6	.....	15 00
Finch, No. 5	.....	34 00
Glenelg, No. 5	.....	11 00
“ No. 7	.....	11 00
Gloucester, No. 1, \$8.82, with No. 3 Osgoode, \$3.40	.....	12 22
“ No. 4, 5, 12	.....	17 65
“ No. 14	.....	17 65
“ No. 15	.....	17 65
“ No. 17	.....	17 65
“ No. 20	.....	17 65
“ No. 22	.....	17 65
“ No. 25	.....	17 64
“ No. 26	.....	17 64
Griffith, etc., No. 3	.....	9 00
Hagarty, No. 4	.....	27 33
“ No. 12	.....	27 33
Haldimand, No. 2	.....	12 00
“ No. 14	.....	12 00
Harwich, No. 9	.....	9 00
Hawkesbury East, No. 2	.....	15 00
“ No. 4	.....	15 00
“ No. 6	.....	15 00
“ No. 7	.....	15 00
“ No. 10	.....	15 00
“ No. 11	.....	15 00
“ No. 12	.....	15 00
“ No. 15	.....	15 00
“ No. 16	.....	15 00
“ No. 19	.....	15 00
Hay, No. 1	.....	12 00
“ No. 11	.....	12 00
Hibbert (1), No. 3	.....	16 43
“ No. 2, \$13.60, with McKillop \$2.00, and Logan \$0.59	.....	16 19
Howe Island, No. 1	.....	6 67
“ No. 2	.....	6 67
“ No. 3	.....	6 66
Holland, etc., No. 3	.....	4 00
Hullett, No. 2	.....	9 00
Hungerford, No. 14	.....	5 00
Kenyon, No. 12	.....	4 00
Kingston, No. 8	.....	10 00
Lancaster, No. 14	.....	13 00
Lochiel, No. 11	.....	21 67
“ No. 12A	.....	21 67

School Sections.	Apportionment
Lochiel, No. 12B	21 66
Longueuil West, No. 2	11 67
“ No. 4A	11 67
“ No. 7	11 66
Loughboro, No. 2	5 50
“ No. 10	5 50
Maidstone, No. 1	16 00
“ No. 2	16 00
“ No. 4, \$8.00, with No. 2, Rochester, \$9.54	17 54
“ No. 8, \$8.00, with No. 5, Sandwich S., \$8.34	16 34
Malden, No. 3A	13 19
“ No. 3B	13 18
Mara, No. 3	26 00
March, No. 3	22 00
Marmora and Lake, No. 1	11 00
Matawatchan, No. 3	9 00
Moore, No. 3, 4 and 5	4 00
Mornington, No. 4	16 00
McKillop, No. 1	12 84
“ No. 3, \$8.16, with Hibbert, \$5.97	14 13
Nepean, No. 7	28 50
“ No. 15	28 50
Nichol, No. 1	5 00
Normanby, No. 5	8 50
“ No. 10	8 50
Osgoode, No. 1	6 80
“ No. 2 (15)	6 80
Peel, No. 8	7 50
“ No. 12	7 50
Percy, No. 5	7 33
“ No. 12, \$3.67, with No. 12 Seymour, \$6.00	9 67
Plantagenet North, No. 4	14 60
“ No. 7	14 60
“ No. 8	14 60
“ No. 9	14 60
“ No. 12	14 60
Plantagenet South, No. 4	16 34
“ No. 7	16 33
“ No. 8	16 33
“ No. 11	16 33
“ No. 12	16 33
Portland, No. 11	10 00
Proton, No. 6	12 00
Raleigh, No. 5	10 00
“ No. 6	10 00
Richmond, No. 10 and 17	6 00
Rochester, No. 3	19 07
“ No. 6	19 07
“ No. 7	19 07
“ No. 9 and 14	19 07
Roxboro', No. 12	23 00
“ No. 16	23 00
Russell, No. 1, \$9.54, with No. 12 Winchester, \$7.00	16 54
“ No. 4	19 08
“ No. 6	19 08
“ No. 7	19 08
“ No. 8	19 08
“ No. 13	19 07
“ No. 14	19 07
Sandwich East, No. 1	30 25
“ No. 2	30 25
“ No. 3	30 25
“ No. 4	30 25
Sandwich West, No. 1	19 20
“ No. 4	19 20
Sandwich South, No. 7	16 66
Sheffield, No. 5	14 00
Sherwood, No. 6	27 34

School Sections.	Apportionment
Sombra, No. 5	10 00
Stafford, No. 2	15 00
Stephen, No. 6	18 00
Stanley, No. 1	11 00
Sydenham, No. 7	5 00
Tilbury N., No. 1	19 53
“ No. 2	19 53
“ No. 6	19 53
“ No. 7	19 52
“ No. 10, \$13.01, with No. 11 Rochester, \$6.36	19 37
“ No. 11, \$4.88, with No. 11 Tilbury West, \$7.00 and No. 8 Rochester, \$3.82	15 70
Tilbury East, No. 1	6 00
“ No. 3	6 00
Tiny, No. 2	50 00
Toronto Gore, No. 6	7 00
Tyendinaga, No. 18	7 40
“ No. 20	7 40
“ No. 24	7 40
“ No. 28	7 40
“ No. 30	7 40
Waterloo, No. 13	33 00
Wawanosh West, No. 1	9 00
Welliesley, No. 5	17 00
“ No. 9 and 10	17 00
“ No. 11	17 00
“ No. 12	17 00
Westminster, No. 13	3 00
Williams West, No. 10	7 00
Wilmot, No. 15½	27 00
Windham, No. 8	28 00
Wolfe Island, No. 1	8 50
“ No. 2	8 50
“ No. 4	8 50
“ No. 7	8 50
Woolwich, No. 10	17 00
Yonge and Escott R., No. 4	4 00
York, No. 1.....	22 00
Total	\$3,526 47

SUMMARY OF APPORTIONMENT OF SPECIAL LEGISLATIVE GRANT TO RURAL PUBLIC AND SEPARATE SCHOOLS FOR 1906.

Counties.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Brant.....	776 00		776 00
Bruce.....	1,862 00	197 00	2,059 00
Carleton.....	1,423 00	246 00	1,669 00
Dufferin.....	878 00		878 00
Elgin.....	1,468 00		1,468 00
Essex.....	1,470 00	496 00	1,966 00
Frontenac.....	1,120 00	85 00	1,205 00
Grey.....	2,711 00	60 00	2,771 00
Haldimand.....	801 00		801 00
Haliburton.....	351 00		351 00
Halton.....	665 00		665 00
Hastings.....	1,898 00	53 00	1,951 00
Huron.....	2,279 00	119 00	2,398 00
Kent.....	1,750 00	105 00	1,855 00
Lambton.....	1,869 00	14 00	1,883 00
Lanark.....	1,050 00	21 00	1,071 00
Leeds and Grenville.....	1,855 00	13 00	1,868 00
Lennox and Addington.....	1,006 00	20 00	1,026 00
Lincoln.....	807 00		807 00
Middlesex.....	2,409 00	48 00	2,457 00
Norfolk.....	1,174 00	28 00	1,202 00
Northumberland and Durham.....	2,262 00	49 00	2,311 00
Ontario.....	1,558 00	26 00	1,584 00
Oxford.....	1,612 00		1,612 00
Peel.....	868 00	7 00	875 00
Perth.....	1,575 53	107 47	1,683 00
Peterborough.....	1,062 00	10 00	1,072 00
Prescott and Russell.....	977 00	1,085 00	2,062 00
Prince Edward.....	692 00		692 00
Renfrew.....	1,900 00	169 00	2,069 00
Simcoe.....	2,948 00	65 00	3,013 00
Stormont, Dundas and Glengarry.....	2,636 00	248 00	2,884 00
Victoria.....	1,090 00	30 00	1,120 00
Waterloo.....	1,176 00	145 00	1,321 00
Welland.....	991 00		991 00
Wellington.....	1,676 00	58 00	1,734 00
Wentworth.....	1,308 00		1,308 00
York.....	2,520 00	22 00	2,542 00
Total.....	\$56,473 53	\$3 526 47	\$60,000 00

PATRIOTIC PROGRAMMES FOR OCTOBER, NOVEMBER, DECEMBER, JANUARY, FEBRUARY, 1906-1907.

Issued by the Imperial Order of the Daughters of the Empire, with the approval of the Minister of Education, for use in schools on the Fridays of each month.

OCTOBER.

The Navy of England.

“It is on the British Navy under the good providence of God, the Wealth, Safety and Strength of the Kingdom chiefly depend.”
What are the Naval Stations and fortifications of the Empire?

State date of Battle of Trafalgar, vessels taking part in that engagement and their commanders.

What Colonies contribute to the support of the British Navy?

Readings.

Our Navy for a thousand years	- - - - -	Eardley Wilmot
English seamen of the sixteenth century	- - - - -	Froude
The Navy League Journal (copies will be sent by the Order on application.)		
Song	- - - - -	The Song of the Sea to Victory - Olga Rudd

NOVEMBER.

England.

"To England under Indian skies,
To those dark millions of her realm!
To Canada whom we love and prize,
What ever Statesman hold the helm."—*Tennyson.*

In what date was St. Paul's Cathedral built? State its style of architecture.

Name celebrations of note that have taken place in this Church.

What monuments erected to heroes are to be found there?

State other matters of interest connected with this celebrated cathedral.

Name Shakespeare's birth place, its location and description.

Name four great English poets, four great statesmen.

Name the cathedrals of England.

Readings.

Expansion of England	- - - - -	Sir J. R. Seeley
The Empire and the Century	- - - - -	Goldman (Editor)
The Christmas Carol	- - - - -	Dickens
Song	- - - - -	True Born Englishman.

December.

WEST INDIES.

"Or over hills with peaky top engrail'd
And many a track of palm and rice,
The Throne of Indian Cama slowly sailed,
A summer fann'd with spice."—*Tennyson.*

How many islands are embraced in the term West Indies?

Name them and sketch principal incident of history in connection with the early days.

What tends to make these islands a very valuable possession apart from the natural products?

What is the form of Government?

How many islands comprise the Bahamas and under what protection are the islands?

What is their feeling towards Great Britain?

Readings.

The West Indies and the Empire - - - - H. de R. Walker
At last—A Christmas in the West Indies - - - Charles Kingsley
The West Indies and a Spanish Main - - - Anthony Trollope
Song - - Stand up for the dear old flag.

JANUARY.

Gibraltar.

“Of old sat Freedom on the heights,
The Thunders breaking at her feet,
Above her shook the starry lights,
She heard the torrents meet.”—Tennyson.

The great siege of Gibraltar 1779-1782 illustrating the magnitude of the struggle in which England was engaged during the American war.
Sketch the important battles fought in the neighbourhood of Gibraltar.
Mention the importance of Gibraltar to the Empire to-day as a position in the Mediterranean on the high road to the East.
What is its importance in the new scheme of Imperial Defence?

Readings.

Gibraltar and its sieges - - - - - Brassey
S. Vincent and Trafalgar in “Deeds that won the Empire.”
Song - - - - English War Song.

FEBRUARY.

British India.

“Thy prayer was Light—more
—Light while time shall last!
Thou sawest a glory growing on the night,
But not the shadows which that light would cast,
Till shadows vanish in the Light of Light.”—Tennyson.

What is comprised in British India?
The extent of its Territories, its products, its wealth.
State its Provinces and population.
What is the religious condition of this vast country?
Sketch form of Government. Name most efficient Viceroys.

Readings.

India Life and Travel - - - - A. H. Leowowens
India, Old and New - - - - Hopkins
Forty years in India - - - - Roberts
Heroes of the Indian Empire - - - - Foster
Song - - - His Majesty the King.

CHANGES IN THE DEPARTMENT OF EDUCATION AND SCHOOLS ACTS.

Circulars to School Officials and Municipal Councils.

Important changes, affecting both the Education Department and the Public School system were made during the recent session of the Legislature. To some of these changes the Minister desires to direct the special attention of school officials and municipal councils.

THE DEPARTMENT OF EDUCATION.

Under the Act respecting the Department of Education, a Superintendent of Education has been appointed, and an Advisory Council will be elected next November. Subject to the Minister, the Acts, and the Regulations, the Superintendent will have the general supervision and direction of all branches of the Primary and Secondary School systems; and the Advisory Council, besides discharging the examination functions of the present Educational Council, will act as a consultative council to the Minister on such subjects as he may submit to it for consideration. Notwithstanding these provisions, all official correspondence, it should be noted, shall, as heretofore, be conducted through the Deputy Minister.

GENERAL IMPROVEMENT OF THE PUBLIC SCHOOLS.

After due consideration of the educational situation, which, from various causes, is now a critical one, the Government became convinced that it would be necessary, as the first step in the general improvement of the Public Schools, to provide without delay better trained teachers and to secure an increase in the salaries of the rural teachers in particular. These conclusions were approved of by the Legislature at its recent session; and, accordingly, a first grant was then made for the erection of additional Normal Schools, to supersede nearly all the present Model Schools, and a scheme of minimum salaries was adopted, graded according to the section assessment.

Without a general improvement in salaries, it would be manifestly useless to require candidates for the teaching profession to take, as the scheme contemplates, a longer course of professional training. This improvement has, indeed, become imperative in view of the greater inducements now offered in other callings, and the increasing yearly exodus from the ranks of the Ontario teachers.

Section 39 of the amending Public Schools Act of 1906 amends section 70 of the Act of 1901. The following are its main provisions, which, owing to their importance, are here given in full:

(1) The municipal council of every organized county shall levy and collect by an equal rate upon the taxable property of the whole county (not included in urban municipalities or annexed to any urban municipality for school purposes) according to the equalized assessments of the municipalities, in the manner provided by this Act and The Municipal and Assessment Acts, a sum which shall be at least the equivalent of all special grants made by the Legislative Assembly to the rural schools of the county, and such sum shall be payable to the trustees of the respective schools receiving such legislative special grants in the same proportions as the said special grants are apportioned.

(2) Where the assessed value of all the taxable property of the public school supporters in any township of an organized county is at least equal to an average assessment of \$30,000 for each public school section therein, the municipal council of such township shall levy and collect by assessment upon the taxable property of the public

school supporters of the whole township in the manner provided by this Act and The Municipal and Assessment Acts, the sum of \$300 at least for every public school where a teacher or principal teacher is engaged for a whole year exclusive of vacations, and a proportionate amount of such sum of \$300 at least, where a teacher or principal teacher is engaged for six months or longer; and the additional sum of at least \$200 for an assistant teacher engaged for a whole year exclusive of vacations, and a proportionate amount of such sum of \$200 at least, where an assistant teacher is engaged for six months or longer.

(3) Where such assessed value is less than an average assessment of \$30,000 for each public school section in any township, the municipal council of such township shall levy and collect as aforesaid the sum of \$150 at least for every public school where a teacher or principal teacher is engaged for a whole year exclusive of vacations, and a proportionate amount of said sum of \$150 at least where a teacher or principal teacher is engaged for six months or longer; and an additional sum of at least \$100 for every assistant teacher engaged for a whole year exclusive of vacations, and a proportionate amount of such sum of \$100 at least, where such assistant teacher is engaged for six months or longer.

(4) The sums so levied and collected by the council of the township shall, after the expiration of the present calendar year, be applied exclusively to teachers' salaries.

(5) In addition to the sum provided by the township council towards each teacher's salary, the trustees of every rural school section shall, in the cases hereinafter mentioned, pay annually, after the expiration of the current calendar year, to the teacher, where there is only one, and to the principal teacher where there are more teachers than one, at least the sum hereinafter mentioned (subject only to a proportionate reduction in case the whole year's salary does not become due) that is to say:

(a) \$200 where the assessed value of the taxable property of the public school supporters in the section is at least \$200,000;

(b) \$150 where such assessed value is at least \$150,000 but less than \$200,000;

(c) \$100 where such assessed value is at least \$100,000, but less than \$150,000;

(d) \$50 where such assessed value is at least \$50,000, but less than \$100,000;

(e) \$25 where such assessed value is at least \$30,000, but less than \$50,000;

And \$100 to every assistant teacher, whatever such assessed value is.

The said trustees in making their annual estimates and requisitions for school moneys to be levied and collected from the ratepayers, shall include whatever amount, considering their other sources of income, is necessary to provide for such payment of payments.

(10) All moneys hereby required to be levied and collected and applied to the salaries of teachers shall be paid to the treasurers of the respective public school boards from time to time as may be required by the school trustees.

The Public Schools Act of 1901 prescribes that the teacher's salary shall be paid quarterly. Unfortunately, it appears, this provision has sometimes been overlooked or ignored. The main difficulty in complying with the Act has been removed by subsection 10, above; for the obligation to borrow the necessary funds will no longer devolve on the Section School Board.

At its recent session the Legislature voted the sum of \$60,000 as a special grant to the rural schools of the organized counties. Such special grants with the corresponding county grants [see subsection (1) above], and the usual general grant (the three grants for the year amounting to over \$240,000), will, after this year, be distributed, not on the average attendance as heretofore in the case of the ordinary legislative grant, but "on the basis of the salaries paid to the teachers, the character of the accommodations, and the value of the equipment, after providing a minimum grant for each such school, which is equipped as required by the Regulations of the Education Department." [See Act of 1906 respecting the Department of Education, sec. 22, subsection (5).] For the distribution of these three grants for the present year, section 23 of the Education Department Act of 1906 makes special provision, and the apportionment of the general and special legislative grants is given in detail in the circulars which have just been issued by the Education Department.

No restriction has been made in the new Acts as regards the application of the general, special and county grants, nor for the present year as regards the application of the additional township grants. As, however, the new

mode of distribution of both the legislative grants as well as the county grants, comes into operation next year, the Minister desires to point out that it will be eminently prudent for every School Board to expend its extra income, during the coming half-year, on the improvement of the school accommodations and equipment. Suggestions and directions as to both of these subjects will, it is expected, be issued by the Education Department early next July.

As it is most important that the recent changes in the amended Acts and the regulations and instructions depending thereon, should be thoroughly understood, the Minister directs the Public School Inspector to modify his ordinary routine for the coming half-year so as to have time to discuss the changes with at least the chairman of each School Board and with the County Council and the Municipal Councils in his inspectorate.

CONTINUATION CLASSES.

In pursuance of the Government's policy to place the Continuation Classes on a better financial and educational basis, the sum of \$10,000 was voted by the Legislature for the scientific equipment and the libraries of these classes, making its total grant \$32,000. This year's special grant of \$10,000 will be distributed by the Education Department amongst the present four grades of schools on the same basis as was the \$20,000 grant last year for ordinary maintenance; and, in accordance with sec. 8, sub-sec. (6), of the Public Schools Act of 1901, county councils are required to provide forthwith at least the equivalent of this special grant also. The Minister, it should be added, intends to recommend the Legislature to continue to vote each year at least the amount of this additional grant, which will, however, be applied in future to ordinary maintenance.

A list of books suitable for Continuation Classes will be found in the High School Catalogue of Books for Reference Libraries of 1902, and especially in the Supplementary Catalogue of 1905. Both of these have already been distributed amongst the schools. The selection should include suitable works of reference in the departments taken up in the school classes. Lists of scientific apparatus, suitable for the present courses, will be sent shortly to each County Inspector for distribution amongst Continuation Classes. The teacher of each school may himself suggest suitable purchases of books and apparatus; but it is most important that no purchases should be made with the special grant unless the selections have been thoroughly considered and have been approved of by the County Inspector. It will be part of the Inspector's duty to see that this special grant and the county equivalent have been fully and properly expended by the end of the current year, if he finds this to be practicable. But, for the sake of the schools, the equipment should, of course, be provided without unnecessary delay.

In order to bring the Continuation Classes more directly under the control of the Education Department, and to raise them to a condition of uniform efficiency, provision was made at the last session of the Legislature for the appointment of a special departmental Inspector. As soon as the schools re-open, after the coming holidays, this officer will begin his duties, inspecting all of grades A and B, and as many as may be convenient of grades C and D. It is not, however, intended that the Departmental Inspector shall supersede the County Inspector, to whose zeal the present number and efficiency of the Continuation Classes are largely due. The County Inspector will still visit these schools as heretofore; one of his visits, however, being paid, if possible, in company with the Departmental Inspector, who will notify him of his intended visit.

The following statutory amendments of the Public Schools Act affecting Continuation Classes also claim the attention of school officials and municipal councils :

Sec. 3 provides for the grouping of any number of Public and Separate Schools, not situated in a High School district. Such schools may, accordingly, be attended and maintained by both Public and Separate School supporters, as are the present High Schools.

Sec. 5 provides that, when two or more counties are united for municipal purposes, the council may apportion the amount to be levied, so that each county shall be liable only for the sums payable in respect of its Continuation Classes. Under this provision, one county may give greater aid to its Continuation Classes than the others of the union give to theirs.

Sec. 4 provides that the qualifications of the teachers shall be hereafter prescribed by the Regulations of the Education Department. As soon as practicable the whole question of the organization and management of these schools will be taken into consideration. Until this is settled, the qualifications of the teachers shall be those prescribed under the Public Schools Act of 1901. [See section 8, subsection (5).]

OTHER CHANGES.

The additional sum of \$12,000 was also voted at the recent session of the Legislature for Poor Schools and for the general equipment of the Territorial (District) Schools, making a total grant for such schools of \$77,000. The share of the special grant of \$12,000 apportioned to the Territorial Schools by the Education Department will this year be distributed equally amongst them and special consideration will be given to the most needy of the Poor Schools.

Besides the changes dealt with in this circular, a number of other important amendments have been made to the Public Schools Act. Some of these deal with the confirmation of school sections (sec. 29), the expropriation of land for school purposes (sec. 38), and the remuneration of Public School Inspectors and the conditions under which they may be dismissed (secs. 47, 48, and 49). Copies of the new Act respecting the Education Department and the Act amending the Public Schools Act are now being distributed. To these, in their entirety, the Minister directs the attention of the school officials and municipal councils.

May 28th, 1906.

ACCOMMODATIONS AND EQUIPMENT OF RURAL PUBLIC AND SEPARATE SCHOOLS.

Approved by the Education Department, July, 1906

INSTRUCTIONS TO INSPECTORS AND SCHOOL BOARDS.

By the Act of 1906, respecting the Department of Education, the basis of distribution of Legislative grants to Rural, Public and Separate Schools has been changed. (Sec. 23, sub-secs. 5 and 6.) After the present year, the general and special Legislative grants and the county equivalent to the latter will be divided on the basis of the salaries paid the teachers, the character of the accommodations, and the value of the equipment, after providing a mini-

minimum grant for each such school which is equipped as required by the Regulations of the Education Department. The scheme for this distribution will be settled by the close of the present year, and will be similar in character to that which has proved so effective in the case of the High Schools. (See Regulation 149.) It will, accordingly, provide for the payment of a percentage of the salary paid the teacher over the minimum prescribed by the recent Public Schools Amendment Act, a percentage of the value of the equipment over the minimum prescribed herein, and graded sums under each heading of the accommodations as detailed herein.

As a guide to Inspectors and Rural School Boards, the instructions of this circular are now issued. In the case of the details prescribed below under "Accommodations," the Inspector is directed to use his judgment in securing them, having due regard to the interests of education, the capabilities of the present premises, and the financial competency of the boards. These details are, however, obligatory in the case of new buildings, and they are the basis on which, using his discretion, he shall found his grading. The Inspector will grade the accommodations in his report to each School Board during the first half of 1907, and will, in that year, distribute on the new basis, the Legislative and County grants concerned. In order to do this satisfactorily, it would be well for him to make for himself a tentative grading of the accommodations of each of his schools, during the coming half year, on the supposition that there will be three grades under each heading.

As already pointed out in Circular 15, of May, 1906, it will be eminently prudent for every School Board to spend its extra income during the coming half year on the improvement of the school accommodations and the equipment. Before making such improvement, each Board should consult the Inspector, whom, in the same circular, the Minister directs to modify his ordinary routine for the coming half-year so as to have time to discuss the changes with at least the Chairman of each School Board and with the County Council and the Township Councils in his inspectorate. For this purpose he should also convene meetings of the ratepayers and the school trustees. It is not probable that a large number of the schools will be able to secure in the first year the highest grading under many of the heads, but an effort should be made by each School Board to effect at an early date as many improvements as its finances will permit. Cases will, no doubt, arise in which School Boards will be unable to complete their improvements during the coming half-year. In such cases, in grading the accommodations and valuing the equipment, it will be at the discretion of the Inspector to recognize improvements made during the first half of 1907, even after his official visit, if duly reported and certified to him by the Principal and the Board of Trustees, on a date to be fixed by the Inspector, before the ensuing distribution of the grant. In this connection it is important to note that the grant to each township is separate from those to the other townships in the County, and, accordingly, except in the case of certain union sections, the schools of each township will compete for the grant only amongst themselves. It will therefore be prudent for the Inspector to begin with a high standard of grading and to maintain the same standard throughout his inspectorate. To both of these provisions, it is manifest, he cannot attach too great importance.

The details under the head of "Minimum Equipment," given below, are now obligatory and should be provided as soon as practicable. Until it provides this minimum, no school shall share in the Legislative and County grants after the present year. When, however, the Inspector is satisfied that a Board is too poor to comply with the requirements, he may, at his discretion, extend the time till the summer of 1908.

ACCOMMODATIONS.

(1) *School Grounds*.—As a minimum, the school site shall not be less than one acre in area, accessible by good highways and not exposed to disturbing noises. The school grounds shall be properly levelled and drained, and at least 100 yards from stagnant water, and provided with adequate walks of plank, brick, flags, gravel, or cement. For the highest grading the grounds shall also be ample for school games and for an ornamental plot in front. They should also be set out with trees and ornamental shrubs, and enclosed by a neat and substantial fence or hedge, with suitable gates (iron preferred). Unless so enclosed, the school grounds shall not be rated of the highest grade. In order to ensure good drainage and water supply, the soil should, if practicable, be sandy or gravelly, not clayey or peaty. No trees shall be placed so close to the school building as to check the free passage of air and light. About one-third of the play-grounds should be allotted to the girls, the rest to the boys.

(2) *Closets*.—The closets for the sexes shall be under separate roofs and placed at least 50 feet from the well and the school building, to prevent pollution of the well or the air of the class-rooms. Each closet shall contain a sufficient number of compartments properly lighted and ventilated, and, for the highest grading, each compartment shall be provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark color and sanded, with a floor of tiles or glazed bricks. Urinals of slate or else lined with zinc or galvanized-iron, shall be provided for the boys. For the highest grading in schools with more than one teacher, there shall be locked compartments for the teachers. Suitable covered walks (cement, flag, or brick preferred) shall be laid from the doors of the school building to the closets, so that the closets shall be accessible with comfort at all seasons of the year, and provision shall be made for keeping the walks free from snow in the winter. A close board fence or a wall, about six feet high, shall be provided between the boys' and the girls' side, from the closet to the school building; and the closets shall be placed at least ten feet distant on each side. The entrance to the closets shall be properly screened (spruce trees in front of each closet) and the doors shall be locked after school hours by the teacher, and opened before school hours by the caretaker. The closets and urinals shall be cleansed and disinfected monthly if possible. Dry earth closets or closets with draw-boxes are to be preferred.

(3) *Water Supply*.—The water supply shall be adequate. There should be a well, (artesian if at all practicable) with a neat pump and platform, of good drinking water, on the school premises, properly protected against pollution from surface drainage or any other source. If a dug well it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as may be deemed advisable by the teacher or by the inspector. Graniteware pails, or, for the highest grading, earthenware or graniteware water-tanks with covers, and drinking cups of glass or good enamelled ware shall be provided and kept scrupulously clean. Where there is no well, other provision, satisfactory to the inspector, shall be made for an adequate supply of good water.

(4) *School Building*.—The grading of the school building shall depend upon the character of its site and its construction. The building should have a southern exposure and shall be at least thirty feet distant from the public highway. Its architectural appearance shall be considered, and, for the highest grading, more than merely a plain building shall be required. The entrance shall have a vestibule or covered porch. In schools with more than

one teacher, for the highest grading, there shall be separate entrances, and separate means of egress to the closets at the rear. Where there are two stories, the second floor shall be sound-proofed with mortar, felt, or other suitable material. A school bell (and, in the larger schools, a fire alarm gong) shall be provided, and a flag and flag-pole. Every school should have a basement, at least seven feet high in the clear, ceiled with wood or plaster, and having a pine, hardwood, or (preferably) cement floor. Cordwood shall be well dried before being stored in the basement. Where there is no basement, an adequate woodshed shall be provided, at least 20 feet from the building, of wood, brick, or other suitable material, with proper doors and locks. The wood-work of the shed shall be painted a suitable color.

(5) *Class Rooms*.—The class rooms shall be oblong (length 7 feet more than breadth), and large enough to seat comfortably all the pupils. A superficial floor area of at least 12 (16 preferred) square feet, and a cubic air space of not less than 250 feet shall be allowed for each pupil, the provision being based on the highest attendance. Hardwood should be preferred for all the woodwork, especially for the floors. Except for the floors any material of such quality and grain as would suit for an oil or varnish finish will suit. Suitable color schemes (the ceilings being always white or slightly tinted) should be adopted for the halls and class rooms, which should be painted rather than calcimined. Wood finish, instead of plaster, may also receive the highest grading. If calcimined, the walls must be kept free from dust, and recalcimined when needed. If painted they must be washed down and repainted also when needed.*

Adjustable transoms shall be placed over the class room doors which shall swing outwards either way. At least one waste paper basket shall be provided and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a map case and shelving for lunch baskets or lunch pails. As soon as practicable, the class rooms should be decorated with good pictures, casts, vases, and other ornaments. Suitable scrapers and mats shall be placed at the outside doors. In localities where flies are troublesome wire screens should be provided for the doors and windows.

(6) *Teachers' Private Rooms*.—There should be a room for the private use of the teacher or the staff, of suitable size and comfortably furnished.

(7) *Halls*.—The entrances, vestibules and halls shall be roomy and well lighted and shall be so placed as to admit of separate entrances for the sexes to the cap and class rooms. The entrance and vestibule doors shall swing outwards or either way. For the highest grading, in buildings of two stories, there shall be separate stairways for the sexes, easy of access and well guarded. Here, also, suitable color schemes and decorations should be provided.

(8) *Cap Rooms*.—For the highest grading, and in all schools to be erected hereafter, separate cap rooms shall be provided for the sexes. The cap rooms shall be conveniently situated with respect to the class rooms and shall be provided with wash basins and towels and with all the necessary appliances for storing umbrellas and for hanging caps or cloaks. Where there are no cap rooms, there shall be an adequate supply in the class room, of hooks, for caps, cloaks, etc. Curtains should be strung on wires to conceal the clothing.

(9) *Desks*.—Every school house shall be seated with either double or single desks with movable seats and noiseless joints, such single desks being necessary for the highest grading. The desks shall be fastened to the floor in

*Inspectors and School Boards should consult "School Sanitation and Decoration," by Burrage and Bailey; \$1.50; D. C. Heath & Co., New York City

rows facing the teacher's platform, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and the walls of the school room. The desks and seats shall be graded in size to suit the age of the pupils, those of the same size being placed in the same row from front to rear. The pupil when seated, must be able to place his feet fully and easily on the floor. The number of the desks shall be adequate for the number on the roll.

There shall be a suitable desk and chair in each class room for the use of the teacher, and at least two chairs for visitors. The teacher's desk shall be provided with two drawers or compartments, with lock and key. There shall be a table of suitable size, around which the younger pupils may assemble to do part of their work. Where Chemistry or Physics is taken up in a higher class, a suitable table should be provided for the experiments; and, in such schools, this provision shall be necessary for the highest grading. A sloping stand for the large dictionary shall also be provided.

(10) *Blackboards*.—There shall be one blackboard of good quality, at least four feet wide, extending across the room in the rear of the teacher's desk, with its lower edge not more than two and one-half feet above the floor; and there shall be additional blackboard provision on each of the other sides of the room. Slate is greatly to be preferred and is cheaper in the end; hyloplate will do. There shall also be an adequate supply of blackboard brushes and crayons, the former to hang below the trough. Where there is a platform it shall be from four to five inches high and should extend across the room where practicable. At the lower edge of each blackboard there shall be a trough, covered with wire netting, five inches wide, for holding crayons and brushes. The troughs and brushes shall be cleaned every day.*

(11) *Lighting*.—For the highest grading, the class rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the tops of their heads. Where there are windows in front of the pupils, it is indispensable that they shall be closed up. To admit of an adequate diffusion of light throughout the whole class room, the windows shall be numerous (area, one-fifth or one-sixth of the floor space, where the lighting is good; otherwise a greater area), and of clear (not ground or painted) glass; narrow, with two or four panes each; and running as close to the ceiling and as far to the rear of the class rooms as practicable. They shall begin about five or six feet from the front of the class room. The windows shall also be provided with blinds of suitable color and size. The blinds on the left of the pupils should be semi-transparent; other blinds should be opaque. On dull days, windows in the rear and on the right may be serviceable; but, if the light from the left is adequate, they should not be used at other times.

*The following directions for making a blackboard may be found useful. (Such blackboards, however, are never satisfactory):

(a) Where a brick wall is built solid, and also in case of frame buildings, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows:—Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be ninety-five per cent. strong; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied in long, even strokes, up and down, the liquid being kept constantly stirred.

(12) *Heating*.—The temperature of the class rooms, halls, cap rooms, and teachers' private rooms shall be, as nearly as practicable, 68 degrees. A thermometer shall be provided for each class room. For first-class grading, steam radiators or hot air furnaces are necessary. Where stoves are used, they shall be so placed as to prevent discomfort to any pupil; shall be protected by a jacket of tin, zinc, or galvanized iron; and shall be provided with a strong iron poker, shovel, and pail for ashes. The stove-pipes and the chimneys shall be kept free from soot and dust. Both stoves and stove-pipes shall be polished at least three times a year.

(13) *Ventilation*.—Provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. The windows of every school building shall be adjusted by weights and pulleys, and, when the outside temperature permits it, they will provide the necessary change of air. In cold weather the windows may be raised at recess from below and lowered from above, according to the outside temperature; but the necessary constant ventilation cannot be secured by this method. The pure air shall be admitted directly from the outside through sufficient ducts running under the floor and opening below the stove. The pure air supply shall be under control by slides to open or close the ducts. Where steam heating or a hot air furnace is used, the pure air shall be admitted directly from the outside, at a height of about four feet from the ground, to the base of the furnace. In the air space of each furnace or within the jacket of each stove there shall be a pan filled daily with water, so as to furnish the warmed air with the necessary moisture. (Air *shall not* be taken from the school room or from the basement to supply the furnace, except in the morning before school, after which, this source of supply *must* be shut off.)

In all cases the foul air shall be taken away from near the floor and out through ventilating ducts in the chimney, which ducts should be somewhat larger in area than the incurrent pure air ducts. In buildings where ventilating ducts have not been provided in the chimneys, two tin, zinc, or galvanized iron pipes (about six inches by ten inches) should extend on opposite sides from near the floor, connecting below with the class room and running up through the ceiling beside the chimney, and so placed as to be well heated. Openings, with regulating slides, should also be provided in these ducts near the ceiling for use only when the room is overheated. When needed, a cowl should be placed so as to cover properly the chimney and the excurrent foul air ducts.

Where storm sashes are used on the outside, they shall contain sliding panels in the wood or the panes or shall be hinged at the top to allow the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash.

Reg. 9 (*Amended*).—The trustees shall appoint one of themselves or some other suitable person to keep the school house and premises and all fences, water-closets, outhouses, walks, windows, desks, maps, blackboards, and stoves in proper condition. It shall be the duty of the teacher to inspect the premises daily and report to such officer without delay any needed repairs. The trustees shall also provide for washing the floors at least quarterly (monthly to be greatly preferred) and for whitewashing, every year during the summer holidays, the walls and ceilings if finished in plaster, or for washing them if finished in wood or steel sheeting and painted; and shall employ a caretaker whose duty it shall be to sweep the floors daily (the windows being then open), to dust daily all the furniture, window ledges, etc., with

damp dusters (preferably in the morning at least an hour before school); to make fires, at least one hour before the opening of school, from the first of November until the first day of May in each year, and at such other times in October and May as the teacher may direct. The duties of the caretaker shall be arranged for and performed satisfactorily to the Inspector.

Reg. 10.—No Public School house or school grounds, unless otherwise provided for in the conveyance to the trustees, shall be used for any other than school purposes without the consent of the trustees, and no advertisements shall be posted in any school room or distributed to the pupils unless approved in the same way.

Reg. 10 (a).—Hereafter, subject to appeal to the Minister of Education, all new school sites and all additions to old ones and all plans of new schools or of additions to old ones, and all other proposed school accommodations, shall be approved by the Inspector of Public or Separate Schools (as the case may be), who shall be guided by the instructions contained herein. (*New Regulation.*)

MINIMUM EQUIPMENT.

Reg. 8 (*Amended*).—A globe, not less than nine inches in diameter and properly mounted; a map of the hemispheres; a map of each continent; a map of Canada; a map of Ontario; a map of the county (if a suitable one is published); a map of the British Empire; a map of the British Isles; an atlas or a gazetteer; a standard dictionary for each class room (with English pronunciation); a numeral frame (or an adequate supply of loose cubes); a good clock for each class room, kept in good condition; a set of mensuration surface forms and geometrical solids; a blackboard set for each class room (one protractor, $15\frac{1}{2}$ inches, triangle, 24 inches, a pair of compasses, two pointers, a graduated straight edge); a pair of scales, with weights, to weigh from half-ounce to ten pounds; a set for measure of capacity (pint, quart, gallon); a set for linear measure (inch, foot, yard, tape line); a set for square and cubic measures; a school library of the minimum value of \$20.00 for each teacher employed, increased annually after December, 1907, by at least \$10.00 until the value for each teacher employed reaches \$100.00. A suitable book case shall also be provided.

For a list of books, see Catalogue of Books for Public School Libraries, issued by the Education Department in 1902. In making the selection, the Inspector's approval should invariably be secured. He is directed to strike off the list any unsuitable purchases. Regs. 117, 118, 121, and 122 are hereby cancelled.

ADDITIONAL EQUIPMENT.

Besides the above equipment, which is obligatory in every rural Public and Separate School, the Education Department has issued three other circulars: No. 6a. (a list of scientific apparatus suitable for Fifth Form and elementary Continuation Classes); No. 6. (a list of scientific apparatus suitable for advanced Continuation Classes), and No. 6b. (a list of equipment for Domestic Science, Construction Work, and School Gardens, in rural schools). From these lists Boards should select, with the approval of the Inspector, such apparatus as may be needed for the work done in the several departments. These lists have been distributed along with this circular, but additional ones may be obtained upon application to the Inspector.

A book in which to record from time to time the value of the equipment will be provided by the Education Department for each rural school before next August.

SUMMER SCHOOLS FOR TEACHERS, 1906.

The Education Department has made arrangements for Summer Schools to be held at the Normal College, Hamilton, and at the Normal Schools, Toronto, Ottawa and London. The main purpose of the Schools is to give instruction in the following Departments:—

Manual Training.

Household Science.

Nature Study.

Art.

Classes will be organized so as to enable students (the preference being given to teachers) to take as many as convenient of these departments. Instruction will be given by Specialists in the respective subjects. Any further information required will be obtained by students after the classes are organized. No fees will be required, and it may be presumed that the cost of books, etc., will be slight. The Schools will be organized at 2 p.m., Tuesday, July 3rd, when all necessary information will be given. The session will continue for three weeks. Certificates of attendance will be awarded to those students who show satisfactory proficiency.

Persons who desire to avail themselves of the privileges offered, should make application at an early date not to this Department but to the Principal of the Institution they purpose attending. No special form of application will be needed. (A Summer School is also announced at the McDonald Institute, Guelph, for which information may be obtained from the President.)

May, 1906.

APPARATUS FOR PHYSICS AND CHEMISTRY.

PHYSICS.

*High School, Middle School and Advanced Public School
Continuation Classes.*

The Pieces Marked with an Asterisk Should Form Part of Individual Sets for Students' Use.

SOUND.

Probable Cost.

1 Brass Rod for showing the production of Sound by longitudinal vibrations of rods	} See List of Apparatus for Lower School.	
1 Whistle		
*1 Coil Spring, about 1 inch in diameter and 2 feet long		
1 Bell in Vacuo		
1 Whirling Machine		
Cardboard Discs for Whirling Machine to Show Reflection of Sound.....		
1 Toothed Wheel with ring of holes to attach to Whirling Machine to illustrate Pitch of Sound.		
1 Toy Trumpet		
1 Clamp for Vibrating Plates		\$1 00
2 Brass Plates, one square, one circular		2 00
10a E.		

	Probable Cost.
1 Sonometer	\$5 00—10 00
1 Violin Bow	0 75
*1 Tuning Fork-A	0 25
2 Tuning Forks-C, mounted on Resonance Boxes.....	8 00
1 Small Chain	0 15
1 Wave Machine	5 00
1 Jointed Tin Tube, 3 metres long, 10 cm. in diameter, with one end tapered to a diameter of 2.5 cm.....	
2 Large Concave Mirrors for Reflection of Sound.....	2 50
1 Large Toy Balloon for showing Refraction of Sound	
1 Interference Apparatus	5 00
1 Siren (optional)	\$6 75—30 00
* Glass Tubes of various sizes and lengths for showing Vibrations of Air Columns	1 50
1 Organ Pipe with Glass Front	2 50
1 Tambourine to use with the above	0 50
1 Manometric Flame Apparatus	10 00

HEAT.

See List of Apparatus for Lower School.

LIGHT.

*1 Cardboard Screen with frame	} See List of Apparatus for Lower School.	
1 Reflection of Light Apparatus, to be fitted also for Reflection of Sound		
*1 Plane Mirror (small)		
1 Plane Rectangular Glass Tank, to be used also as Pneumatic Trough		
1 Port Lumiere		\$10 00—25 00
or Projection Lantern .....		..\$25 00—100 00
1 Optical Bench and Photometer, complete with Concave and Con- vex Mirrors and Set of Demonstration Lenses		\$7 50—20 00
1 Refraction Tank		3 50
1 Rotating Mirror, mounted on stand		4 00
2 60° Glass Prisms		2 00
1 Focusing Lens, large, mounted on stand		3 00
1 Colour Wheel for re-Composition of Light		1 50

ELECTRICITY AND MAGNETISM.

*2 Bar Magnets	} See List of Apparatus for Lower School.	
*1 Horse Shoe Magnet		
1 Compass		
*1 Bar Soft Iron (round, 6 inches long).....		
*1 Sheet Zinc and Sheet Copper (Pair Elements)....		
*1 Galvanoscope, complete		
4 Dry Cells		
1 Spool Double Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.		
1 Small Incandescent Lamp (3 volts)		
1 Dipping Needle		\$ 2 50
1 Electric Bell		1 00

	Probable Cost.
1 Astatic Pair of Magnetic Needles	\$0 50
Strips of Zinc, Copper, Carbon, Iron, Lead and Platinum to be used in constructing the various forms of cells.....	
1 Water Voltameter	2 00
1 Copper Voltameter	2 00
1 U-Shaped Tube on stand	1 00
2 Coils with Mercury Commutator, for showing Laws of Currents complete	
1 Set of Telegraph Instruments	5 00
1 Astatic or D'Arsonval Galvanometer	10 00
1 Tangent Galvanometer	\$3 50—10 00
1 Apparatus for showing the Laws of Current Induction and Illus- trating the Action of the Dynamo and the Motor.....	25 00
1 Arc Lamp, Simple Regulator	5 00
1 Wheatstone Bridge	25 00
Instead of the above a Metre Sliding Bridge may be used....	\$5 00—15 00

MECHANICS AND HYDROSTATICS.

*High School, Upper School and Advanced Public School
Continuation Classes.*

1 Apparatus to Determine Acceleration Due to Gravity.....	\$ 5 00
1 Set of Apparatus to Illustrate Forces Acting at a Point—Parallelo- gram of Forces, Triangle of Forces, Polygon of Forces, etc., complete	20 00
1 Set of Apparatus to Illustrate Parallel Forces and Moments in- cluding Levers and different forms of Balance, etc., complete..	10 00
1 Set of Apparatus to illustrate Centre of Gravity and Equilibrium of a Body	5 00
1 Set of Apparatus to Illustrate Laws of Friction.....	5 00
1 Apparatus for Demonstrating Laws of Fluid Pressure	} See List of Apparatus for Lower School.
1 Whole Pressure Apparatus	
1 U-Shaped Tube, Large	
1 Barometer, Graduated and Filled	
1 Air Pump. See List of Apparatus, Part I.....	
1 Lift Pump, Glass Model	
1 Force Pump, Glass Model	
1 Hydraulic Press, Glass Model	

CHEMISTRY.

*High School, Middle School and Advanced Classes in the Public School
Continuation Classes.*

The items marked with an asterisk are indispensable. When there are two asterisks, at least one of the articles should be provided.

APPARATUS.

	Probable Cost.
*1 Blast Lamp, with Blower, where gas is available.....	\$8 00 to \$10 00
or, for kerosene or gasolene	5 00

	Probable Cost.
*2 Bunsen Burners, if gas is used.....each	\$0 50 to \$0 75
or, 2 alcohol lamps, 4 oz. copper.....each	0 40
1 Blowpipe (mouth)	0 25 to 1 00
* $\frac{1}{2}$ doz. Test tubes, 8 in. x 1 in.....	0 60 per doz.
$\frac{1}{2}$ doz. Test tubes, 5 in. x $\frac{3}{4}$ in.....	0 25 “
*1 doz. Test tubes, 4 in. x $\frac{1}{2}$ in.	0 15 “
**2 U Tubes, 6 in. x $\frac{3}{4}$ in. ....each	0 10
3 Beakers, 2 oz. ....each	0 10
*3 Beakers, 4 oz. ....each	0 20
3 Beakers, 8 oz. ....each	0 30
*1 lb. glass tubing, soft $\frac{1}{8}$ in. to $\frac{1}{4}$ in.....	0 60
1 lb. glass tubing, hard $\frac{1}{2}$ in. dia.	1 00
* or 1 doz. combustion tubes 8 in. x $\frac{1}{2}$ in., hard.....	0 60
2 Tubes 18 in. x $\frac{1}{2}$ in. closed at one end.....each	0 10
2 Gas jars 18 in. x 2 $\frac{1}{2}$ in. ....each	0 85 to 1 00
*3 Flasks, 250 cc, necks $\frac{3}{4}$ in. diam.....each	0 20
**3 Flasks, 500 cc, necks 1 in. diam.....each	0 25
3 Funnel (Thistle) tubes, 10 in. ....each	0 10
**3 Funnels, 3 in. ....each	0 15
1 Tube 2 in. x 18 in., open .....each	0 15
*1 Eudiometer, graduated to 1-5cc, 50cc.....	2 00
*1 Burette, graduated to 1-5cc, 50cc.....	1 00
*1 Retort, stoppered, 4 oz.....	0 25
1 Retort, stoppered, 8 oz.....	0 35
2 Pipettes, 1 curved	0 15
*1 Measuring Glass, graduated to cc, 100cc.....	0 75
1 Thermometer, chemical	0 50 to 1 00
*1 Lamp Chimney, large	0 10
**2 doz. bottles, stoppered, narrow, 2 oz.	1 00 per doz.
1 doz. bottles, stoppered, wide, 2 oz.....	1 00 “
3 doz. bottles, cork, narrow	0 30 “
1 doz. bottles, cork, wide, 4 oz.	0 30 “
* $\frac{1}{2}$ doz. Pickle bottles, or pt. Preserve Jars.....	0 30
*1 Electrolytic Apparatus.....(See list of Physical Apparatus)	
3 Winchesters, $\frac{1}{2}$ gal. bottles for gas storage.....each	0 25
*3 Rubber stoppers, 2 holes, $\frac{7}{8}$ in. small end.....each	0 10
3 Rubber stoppers, 1 hole, $\frac{5}{8}$ in. small end.....each	0 08
*2 yds. Rubber Tubing, 3-16 in. inside, red.....	0 10 per ft.
2 yds. Rubber Tubing, $\frac{1}{4}$ inside, red	0 12 “
**2 Pinch cocks, medium.....each	0 20
*1 Set cork borers, $\frac{1}{8}$ in.— $\frac{1}{4}$ in.	
1 Piece Platinum wire No. 32, 1 ft.....	0 80
*4 Dry cells	0 30
*10 ft. silk covered copper wire, No. 24	0 15
*†1 Induction coil, small.....(See list of Physical Apparatus)	
*1 sq. ft. wire gauze, brass, fine	0 50
* Pieces mica.....	0 10
Pieces stove pipe iron	
*1 Retort stand, 3 rings.....	1 25
*1 Clamp stand	1 50
* Blocks for stands	
1 Balance to weigh with set weights.....	12 00 to 20 00

†A Friction Electric Machine may be used with the Eudiometer instead of cells and coils.

Probable Cost.

*1 Package picture wire	\$0 10
*1 Copper retort for oxygen	2 50
3 Test tube brushes	0 10
1 Spool soft iron wire	0 10
1 Mortar and pestle, 4 in.	0 50
1 Pair iron forceps (tongs), 6 in.	0 50
1 Pair pliers, wire cutting	0 60
*2 Files, one round, one triangular	0 15
*4 Soup plates	0 20
*2 doz. corks, assorted	0 10
*1 Package filtering paper, circles, 6 in.	0 25
* $\frac{1}{2}$ doz. sheets Litmus paper	0 30
* Candles	0 10

CHEMICALS.

*Zinc, granulated, 1 lb.	0 20
Lead clippings (sheet)	0 20
*Copper Clippings (sheet or wire), 1 lb.	0 50
*Iron filings, 1 lb.	0 05
Antimony, metal, 1 oz.	0 15
*Magnesium, wire or ribbon, $\frac{1}{2}$ oz.	0 40
*Charcoal	0 25
Coal, pieces of hard and soft	
*Mercury, 1 lb.	1 00
*Sodium, 1 oz.	0 25
*Potassium, 2 drams or 1 oz.	0 25 dr., 1.50 oz
Litharge, 2 ozs.	0 05 oz.
*Red Lead, $\frac{1}{4}$ lb.	0 40 per lb.
*Oxide of Mercury, red, 1 oz.	0 25
*Oxide of Copper, 1 oz.	0 15 oz.
*Ferric Oxide (iron rust, dried)	
*Manganese Dioxide, $\frac{1}{2}$ lb.	0 10
*Barium Dioxide, 2 ozs.	0 10 oz.
Calcium Oxide, (lime, lumps)	
Arsenious Oxide, 2 ozs.	0 15 oz.
*Sodium Hydroxide, 4 ozs., 1 lb. in bottle	0 75, 0 25
Phosphorus, yellow, 2 ozs.	
Phosphorus, red, 1 oz.	
Potassium Hydroxide, 1 lb. in bottle	0 75
*Potassium Iodide, 1 oz.	0 30
Potassium Chlorate, 1 lb.	0 25
Potassium Chloride, 1 lb.	0 40
Potassium Nitrate, $\frac{1}{2}$ lb.	0 40, 0 20
Potassium Sulphate, $\frac{1}{4}$ lb.	0 50 per lb.
Potassium Bichromate, 2 ozs.	0 10 oz.
Potassium Ferrocyanide, 2 ozs.	0 10 oz.
Potassium Permanganate, 2 ozs.	0 15
*Sodium Nitrate, 1 lb.	0 40
*Sodium Chloride, 1 lb.	0 05
Barium Chloride, $\frac{1}{4}$ lb.	0 20
Barium Nitrate, $\frac{1}{4}$ lb.	0 20
*Calcium Chloride, lumps	
*Iron Sulphate, 1 lb.	0 30

	Probable Cost.
*Iron Sulphide, 1 lb.	\$0 15
Mercuric Chloride, 1 oz	0 25
*Ammonia Solution, 1 qt.	0 30
*Ammonium Nitrate, 1 lb.	0 30
*Ammonium Chloride, $\frac{1}{2}$ lb.	0 30
*Ammonium Carbonate, $\frac{1}{2}$ lb.	0 30
*Silver Nitrate, 1 oz.	0 80
*Copper Sulphate, 1 lb.	0 10
*Calcium Carbonate, lumps of limestone, calcite, chalk, animal shells	
*Carbon, specimens of coal, charcoal, graphite, lampblack, animal black, soot, $\frac{1}{4}$ oz. each.....	0 30
Magnesium Sulphate 1 lb.	0 10
Magnesium Oxide, 2 ozs.	0 25
Litmus, 1 oz., lumps	0 15
Turmeric, 1 oz., powder	0 10
*Iodine, 1 oz.	0 50
*Starch, 2 ozs.	0 05
*Indigo, 1' oz.	0 25
*Logwood, extract, 1 oz.	0 10
Aniline Violet (magenta), 1 dram.....	0 15
Carbolic Acid, 2 ozs.	0 10
*Turpentine, 4 ozs.	0 10
Benzene, 4 ozs.	0 10
Gasolene, 4 ozs.	0 10
*Paraffin (white wax), 1 lb.	0 15
*Sulphur, powder, 1 lb.	0 10
*Sulphuric Acid, 10 lbs.	0 05 per lb.
*Nitric Acid, 2 lbs.	0 05 "
*Hydrochloric Acid, 2 lbs.	0 05 "
*Oxalic Acid, 1 lb.	0 40
*Pumice Stone, lumps, $\frac{1}{2}$ lb.	0 10
*Sodium Carbonate, 1 lb.	0 05
Plaster of Paris	0 10

*Upper School, High School and Advanced Public School
Continuation Classes.*

APPARATUS.

- $\frac{1}{2}$ doz. hard glass test-tubes, 8 x 1 inch.
- 1 doz. hard glass test-tubes, 5 x $\frac{3}{4}$ inches.
- 1 doz. hard glass test-tubes, 4 x $\frac{1}{2}$ inches.
- 3 Porcelain crucibles with covers.
- 3 Evaporating dishes, glazed, 2-3 inches.
- 3 Beakers, glass, $\frac{1}{2}$ litre.
- 3 Flasks, 1 litre, with two holed rubber stoppers.
- 1 Sand Bath.
- 1 Water bath.
- 1 Funnel with stopcock.
- 2 Chemical Thermometers.
- 2 Burettes with pinchcocks.
- 1 Clamp stand.

- 1 Tripod stand.
- 2 Gas jars, 1 litre, with ground rims, glass covers.
- $\frac{1}{2}$ doz. combustion tubes.
- 1 lb. hard glass tubing.
- 1 Lead dish, 2 x 3 inches.
- 2 doz. Reagent Bottles, 2 ozs.
- 1 doz. Reagent Bottles, 4 ozs.

JUNE, 1906.

LIST OF APPARATUS.

For the Experiments in the Elementary Science of the Public School Fifth Form and Continuation Class Courses, and of the Lower School of the High School.

	Probable Cost.
1 Metric Scale, one foot long. The ordinary school rulers graduated in inches and centimeters will answer.....	\$ 0 02
1 Meter Stick	0 50
1 Caliper, Simple form	0 50
1 Dissected Litre Block	2 00
1 Pinch-Cock	0 15
1 Burette, Mohr's, 50 C.C. graduated in tenths.....	2 00
1 Measuring Cylinder, 100 C.C. graduated	0 80
3 Beakers, different sizes	0 55
1 Air Pump and Receiver	10 00
1 Elastic Rubber Balloon. A toy balloon answers well.....	0 10
1 Pendulum Bob	0 25
1 Physical Balance, with set of Metric Weights.....	8 50
1 Spirit Lamp or Bunsen Burner	0 40
1 Spring Balance	0 50
1 Glass Battery Jar, 9 in. deep, 8 in. diam.	0 50
1 Mortar and Pestle	0 35
2 Thistle Tubes	Each 15... 0 30
1 Transmission of Pressure Apparatus	0 75
1 Archimedes Principle	1 75
1 Globe for Weighing Air	3 00
1 Barometer Tube, heavy glass	0 50
1 Mariotte's Law Tube	1 50
1 Lift Pump, Glass Model	1 25
1 Force Pump, Glass Model	1 25
1 Hydraulic Press, Glass Model	2 00
1 Filter Funnel	0 10
1 Retort Stand (two rings)	0 50
3 Small Florence Flasks with perforated rubber corks to fit.....	0 45
1 Florence Flask with wide mouth	0 25
1 Rubber Cork with two holes to fit Florence Flask with large mouth..	0 15
1 Hydrometer Jar	0 45
1 Porous Cup	0 70
1 Specific Gravity Bottle	0 75
1 Weighted Wooden Prism, 1 square centimeter in section.....	0 25
1 Tuning Fork, simple form	0 20
1 Brass Rod for showing the production of Sound by longitudinal vibrations of rod	0 30

	Probable Cost.
1 Whistle	\$0 10
1 Coil Spring, about 1 in. in diameter and 2 feet long.....	0 25
1 Bell in Vacuo	1 50
1 Glass Tube about 2 cm. in diameter and 30 cm. long.....	0 15
1 Glass Tube about 3 cm. in diameter and 50 cm. long.....	0 30
1 Whirling Machine	3 50
Cardboard Discs for Whirling Machine to show reflection of sound..	0 50
1 Toothed wheel with ring of holes to attach to Whirling Machine to illustrate pitch of sound	2 00
1 Spool Piano Wire	0 10
1 Toy Trumpet	0 10
1 Ball and Ring	1 00
1 Compound Bar	1 00
1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees	1 00
1 Differential Thermometer	2 50
1 Calorimeter	2 00
1 Conductometer	1 50
1 Cardboard Screen with frame	0 50
1 Reflection of Light Apparatus to be fitted also for reflection of sound	3 00
1 Plane Mirror (small)	0 25
1 Convex Lens (Reading Glass will answer)	0 50
1 Triangular Glass Prism	0 50
Pieces of Red, Green and Blue Glass.....	0 10
Lodestone (small piece)	0 50
2 Bar Magnets	0 50
1 Horse-shoe Magnet	0 25
1 Compass	0 25
1 Bar Soft Iron, Round, 6 in. long	0 20
Sheet Zinc and Sheet Copper (Pair Elements)	0 15
2 Dry Cells	Each 35 0 50
1 Spool Double-Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.	0 30
1 Small Incandescent Lamp (3 volts).....	0 25
1 Pneumatic Trough	0 40
4 Glass Bottles, (Pickle bottles will answer).....	0 10
4 Glass Slips, 2 inches square to cover mouth of bottles.....	0 05
3 Soup Plates	0 20
3 Hard Glass Test Tubes	0 30
1 Test Tube Rack	0 25
4 Reagent Bottles 4 ozs.	0 50
$\frac{1}{2}$ doz. Test Tubes, 5 in. x $\frac{3}{4}$ in. ....per doz.	0 25
1 Doz. Test Tubes, 4 in. x $\frac{1}{2}$ in. ....per doz.	0 15
2 U-Tubes, 6 in. x $\frac{3}{4}$ in. ....each	0 10
1 lb. Glass Tubing, (soft) $\frac{1}{8}$ in. to $\frac{1}{4}$ in.	0 60
1 Retort, stoppered, 4 oz.	0 25
1 Lamp Chimney, (large)	0 10
1 Electrolytic Apparatus	1 25
2 yds. Rubber Tubing 3-16 in. inside, red.....per ft.	0 10
Pieces of Mica	0 10
1 Package of Picture Wire	0 10
2 Files, one round, one triangular	each 0 15
2 Doz. Corks, assorted	0 10
1 Package Filtering Paper, Circles, 6 in.	0 25
Candles	0 10

	Probable Cost.
$\frac{1}{2}$ Doz. Sheets Litmus Paper	\$0 30
$\frac{1}{2}$ Sq. ft. Sheet Rubber .....per sq. ft.	0 25
Wire Gauze	0 15
Sealing Wax large stick	0 25
1 Small Vise for clamping wires	0 40

CHEMICALS.

Zinc, granulated, 1 lb.	0 20
Copper Clippings (sheet or wire) 1 lb.	0 50
Iron Filings, 1 lb.	0 05
Charcoal, (may be had from plumber)	0 25
Coal (pieces of hard and soft)	
Mercury, 2 lbs.	2 00
Sodium, 1 oz.	0 25
Potassium, 2 drams .....dram	0 25
Oxide of Mercury, red, 1 oz.	0 25
Oxide of Copper, 1 oz.	0 15
Manganese dioxide, $\frac{1}{2}$ lb.	0 10
Calcium oxide, (Lime, lumps)	
Sodium hydroxide, $\frac{1}{4}$ lb.	0 25
Potassium chlorate, 1 lb.	0 25
Potassium nitrate, 4 oz.	0 10
Potassium permanganate, 2 oz.	0 15
Calcium chloride (lumps)	
Ammonia solution, 8 oz.	0 10
Ammonium nitrate, 4 oz.	0 10
Ammonium chloride, 6 oz.	0 10
Calcium carbonate, lumps of limestone, calcite, chalk, animal shells	
Carbon, specimens of coal, charcoal, graphite, lampblack.....	
Sulphuric acid 1 lb.	0 05
Nitric acid, 1 lb.	0 05
Hydrochloric Acid, 8 oz.	0 05
Yellow Phosphorous, 1 oz.	0 05

BOTANY AND ZOOLOGY.

For the work in Botany and Zoology it is desirable that each Pupil should have a pocket magnifier (30-50 cents). A compound microscope (\$11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses, and a couple of needles mounted in wooden handles will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

GENERAL.

A small cupboard should be provided for storing apparatus and chemicals, and a simple laboratory table for carrying out experiments. The table should be kept for this use alone where there is no laboratory.

JUNE, 1906.

RURAL SCHOOLS.

EQUIPMENT FOR DOMESTIC SCIENCE, CONSTRUCTIVE WORK AND SCHOOL GARDENS.

Domestic Science.

2 Granite saucepans, No. 10	\$0 30
2 " " (two sizes larger)	40
1 Granite dishpan, eight quart size	35
1 Tin pudding dish	20
1 Tea-kettle, flat bottom, No. 6	60
1 Stewpan, straight sided, quart size	20
3 Bowls, white soup bowls, No. 12, each	05
3 Plates, dinner size, white, No. 22, good quality	25
(the above are to be good quality granite)	
1 Dover egg beater	10
1 Egg beater	05
2 Measuring cups, marked in 1-4, 1-3	10
1 Grater	05
1 Small steamer, and kettle to fit	50
1 Cake tin, 8 x 5 x 2 in.	20
1 Strainer or Sieve	15
1 Towel rack. 4 leaved screen shape, cheaper one would do	50
1 Meat board, hardwood, 10 x 12 in., 1 in. thick	15
3 Wooden spoons	15
2 Mixing bowls, 1 and 2 quart size	50
1 Jug, 1 quart size	20
2 Salt and pepper shakers (one each)	25
1 Tea-pot, pint size, Brown Globe	20
6 Pint fruit jars, for holding supplies	30
1 Lemon reamer	10
1 Crock, for garbage, with cover	25
3 Frying pans, Acne, size 00, (1 would do if teacher does cooking).	15
1 Can opener	10
6 Teaspoons	25
3 Tablespoons	25
6 Knives and forks, 3 forks would do	75
3 Paring knives (2 would do)	30
1 Spatula	30
1 Rolling pin	15
1 Pastry board	25
6 Dish towels	75
3 Dish cloths	15
3 Scrub cloths	15
3 Dusters	15
1 Blue Flame stove. two burners. improved make, with oven	8 60
(or single coal oil stoves, \$1.00 each, but these are not so good)	

Additional equipment desirable, but not essential.

1 Kitchen table with drawer, might use table in room	2 50
1 Flour box	45
6 Cups and saucers (fewer would do)	50

6 Medium size plates (fewer would do)	\$0 40
1 Jug, 1 pint size	15
1 Carving knife and fork	1 00
1 Pair scissors	25
Miscellaneous. Soap dish, hammer, cork screw, floor cloth, salt box, thermometer, wire strainer, dust pan, clock, etc., about	2 00

The above list gives an approximate cost of a very simple equipment, but one with which good work could be done, and some individual work, say, three pupils working together. The kitchen table could be fitted with a framework underneath with doors, in which the utensils could be kept when not in use, and locked so as to prevent pupils tampering with them. The teacher may omit or add to the above as the requirements of the special case may demand. Table setting and serving may be taught on the kitchen table, when a tablecloth and sufficient dishes may be borrowed for the occasion, if considered too expensive to purchase.

The cost might be reduced to about \$12.00.

Attention should also be paid to needlework. The equipment for this is generally owned by each girl; scissors, rule, needle and thimble being all that is really necessary. When cutting out is done any flat top table may be used.

Constructive Work.

25 Pairs of scissors, 5 inches	\$5 00
6 Knitting needles	30
24 Pencil compasses	2 00
6 Ticket punches	1 50
24 Mill boards, 12 inches x 12 inches.....	1 00
24 Rulers	1 25
25 Pencils	50

A box or tray should be provided to keep the above equipment when not in use. By arranging that all the classes shall not work at the same time, the equipment may be made to serve a large number. Most children will have rulers and pencils of their own, and, if necessary, they could be asked to bring scissors from home. The knitting needles are for "scoring." They should be broken in two and the broken end thrust into whittled wooden handles making twelve scoring points. The mill boards are for protecting the tops of the desks, but sheets of newspaper may be substituted where it is desirable to reduce the expense. The scoring points may be used instead of punches, or a stout wire nail will make a very satisfactory hole through paper or thin cardboard. Brown paper, old copy book covers, and cardboard boxes may all be utilized in this work, thus reducing the expense for material.

For clay modelling, all the equipment that is necessary is an earthenware crock in which to keep the clay. It should be covered by a damp cloth and sheets of newspaper. There should also be some brown paper or oil-cloth to cover the desks.

School Gardens.

Individual plots should vary from six feet square to six feet by ten according to the age and capacity of the pupil. If the plots are larger two pupils should work together. Twenty feet square is a convenient size for class plots in which experimental work with potatoes, corn, clover, cabbage, tomatoes, etc., may be conducted. In the larger schools two hours per week will be required, while in the smaller, one hour will suffice. There should

be a garden shed about ten by twenty feet for storing tools and carrying on work not suitable to the class room, such as analysis of soils, selecting seeds, making labels, potting plants, etc. (See Minister's Report, 1904, page xxx.)

Implements.

12 Six-inch light weeding hoes	\$3 50
12 Ten-inch steel rakes, light, ten-tooth	4 50
18 Claw hand-weeders	1 35
2 Light (flat) short-handled shovels	1 50
2 " " spades	1 50
1 " " digging fork	75
3 Transplanting trowels	50
1 100-foot garden line and reel	90
1 50-foot tape line	50
1 Wheel-barrow	2 50
1 Lawn mower	3 75
1 Spray pump	3 50
1 Light hatchet	50
1 Light hand saw	1 00
1 Two-foot rule	25
1 Try-square	40
1 Small plane	75
1 Flat file	15

The foregoing equipment is the minimum for a school of 25 to 30 pupils. The number of hoes, rakes and hand-weeders might each safely be put at one for every two pupils in average attendance. For average school the cost need not exceed \$25.

Vegetable Seeds.

1 peck improved variety of potatoes; 1 lb. beans, 2 varieties; 1 lb. sugar corn, 2 varieties; 1-4 lb. beets, 2 varieties; 1 oz. carrots, 2 varieties; 1-2 oz. seed onion, 2 varieties; 2 oz. radish, 2 varieties; 1 oz. lettuce, 2 varieties; 1 oz. parsnip; 1 oz. turnip; 1 pkt. cucumber; 1 pkt. cress; 1 pkt. kale; 1 pkt. kohlrabi; 1 pkt. summer savory; 1 pkt. sage.

The following to be started in a hot-bed or window box: 1 pkt. cauliflower; 1 pkt. Brussels sprouts; 1 pkt. celery; 3 pkts. cabbage, 3 varieties; 3 pkts. tomato, 3 varieties. Estimated cost.....\$2 00

Flowering Annuals.

To be started indoors or in hot-bed: 3 pkts. aster, mixed or 3 named varieties; 2 pkts. balsams, mixed; 2 pkts. dianthus (pinks); 1 pkt. pansy; 1 pkt. petunia; 1 pkt. portulaca; 2 pkts. phlox Drummondii grandiflora; 1 pkt. Ricinus (Castor bean); 1 pkt. scarlet sage; 1 pkt. salpiglossis; 1 pkt. sweet scabious; 1 pkt. ten-week stocks; 1 pkt. verbenas.

For open planting: 1-2 oz. sweet alyssum; 1-2 oz. candytuft; 1-2 oz. mignonette; 2 pkts. dwarf nasturtium; 2 pkts. Eschscholtzia (California poppy); 2 pkts. Shirley poppy; 1 pkt. double mixed poppy; 1 pkt. tall nasturtium; 1 pkt. mixed sweet peas; 1 pkt. double hollyhock (biennial); 1 pkt. Russian sunflower. Estimated cost\$2 00

MODEL SCHOOLS AND THIRD CLASS CERTIFICATES.

In view of the scarcity of Public School teachers and the probability that it will become still greater during the first session of the new Normal School system which will go into operation in September, 1907, the Education Department has authorized the following modifications of the existing Regulations in regard to Model Schools and Public School teachers' certificates:

A County Board of Examiners may admit to the Model School—

(1) Candidates holding Junior Teachers' certificates, who will be eighteen years of age on or before the reopening of the rural Public Schools for the second half of 1907; and

(2) Candidates who will be eighteen years of age on or before September 1st, 1906, and who have failed at the Junior Teachers' examination but whose marks warrant the County Board in presuming that, after further study, they will be able to pass the Junior Teachers' examination of 1907.

The professional certificates shall not be issued in either of the above cases until the candidates comply with the present legal requirements as to age and non-professional standing.

August, 1906.

MEMORANDUM.

COURSES OF STUDY AND EXAMINATIONS.

The revised Regulations of 1904, regarding the courses of study and the requirements for the Departmental examinations [see Regulations 43 (3), 46, 47, and 48], are now in full force, except as follows:

(1) As in 1905 and 1906, no examination will be held in 1907 in the subjects of Part I of the Junior Teachers' or District Certificate course; but no candidate will be admitted to any County Model School or other training school who does not furnish a statement from the Principal of the school attended, to the effect that the holder has completed satisfactorily the full course prescribed for Part I.

(2) Candidates who have already passed in one part of the Senior Teachers' examination under the regulations in force in 1905 and 1906 [see Reg. 50 (4)], with or without the Physics prescribed for such examination, must complete at one other examination the list of subjects as prescribed for Parts I. and II. in Regulation 47. For such candidates at the examination of 1907 the pass standard will be 34 per cent. of each paper and 50 per cent. of the aggregate of marks for the papers taken.

In the case of the Mineralogy, the Geometry, and the Mediæval and Modern History of the Upper School, the Department examiners will, as heretofore under similar circumstances, be instructed to bear in mind, when setting the papers therein, that the courses in these subjects will be taken up for the first time in the schools during the coming session. The details of these courses are given on pages 71 and 72, and in appendices C. and D. of the Regulations. The same consideration will be shown in the case of the Biology of the Upper School and the Geometry of the Middle School,

TEXT-BOOKS.

The list of text-books authorized in August, 1905, for use in the Public Schools, High Schools and Collegiate Institutes, and County Model Schools, will remain unchanged until further notice. Revised editions of books now on the list cannot be used.

The text-books for the Normal College and the Normal Schools will be announced to the students at the beginning of the session. No Teachers' Reading Course is prescribed for 1907.

August, 1906.

SENIOR TEACHERS' EXAMINATION.

SPECIAL PROVISIONS FOR PUBLIC SCHOOL TEACHERS.

Regulation 47.—The subjects of examination shall be those prescribed for the Upper School of the High Schools, and the examinations may be taken at one time or in two parts at different times, as follows:—

Part I.—English Composition and Rhetoric, English Literature, Mediæval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—History (Modern and British), Biology, Latin, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

Regulation 47 (above) is amended by the following addition:—

Section I.—The Senior Teachers' examination may be taken in four parts at different times, as follows:—

Part I.—English Composition and Rhetoric, Algebra, Geometry;

Part II.—English Literature, Mediæval History, Trigonometry;

Part III.—Modern and British History, Latin, Physics;

Part IV.—Biology with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French;

provided always that candidates take at least three of the four parts while actually engaged in teaching, and that they pass a practical examination in addition to the examination in the papers in Biology, Chemistry and Mineralogy.

Section II.—(1) Candidates qualified under section 1 preceding, who have failed in one subject at an examination in one of the parts, but who have made 40 per cent. of the marks on each of the other two subjects and 60 per cent. of the total on said two subjects, may carry over to the examination in a part subsequently taken, the examination on the subject in which they have failed.

(2) Candidates qualified under section 1 preceding, who obtained Junior Leaving standing not later than 1900, may substitute for the course prescribed in Latin for the Senior Teachers' examination, the following courses in English Literature and the History of the English Language and Literature:—

I. English Literature—

Familiarity with and intelligent appreciation of the following texts:—

Chaucer:—The Prologue; Spenser:—The Faerie Queene—Book I.; Milton:—Paradise Lost—Book I., L'Allegro and Il Penseroso; Pope:—The Rape of the Lock—The Prologue to the Satires; Goldsmith:—The Traveller, The Deserted Village; Wordsworth:—Ode on Intimations of Immortality,

The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; Tennyson:—In Memoriam (one paper).

II. The History of the English Language and Literature—

A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.)

The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

September, 1906.

COURSES FOR COMMERCIAL AND ART SPECIALISTS.

Regulation 52.—Any person who passes the examination in the subjects set forth in Circular No. 2—Courses for Commercial and Art Specialists—(each paper being valued at 100, and the standard being 40 per cent., in each and 60 per cent. of the aggregate, with 75 per cent. in honours), and who is holder of a High School Assistant's certificate, shall be entitled to an Interim Commercial or Art Specialist's certificate.

After the examinations of 1905 the following shall be the details of each course.

I. COMMERCIAL COURSE.

I. BOOK-KEEPING.

Theoretical Book-keeping.—Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labor, material, and departmental accounts; practical treatment of such accounts as bank, discount, freight suspense, bad debts, depreciation, etc., columnar cash books, journals, etc., and the various forms of books necessary for the different kinds of business; manufacturing, trading, and profit and loss accounts, balance sheets; statements of income and expenditure, and of receipts and disbursements. (One paper).

Practical Book-keeping.—Making the proper records and financial statements from given data. This may take the form of separate questions and problems, or of a set covering a certain period of time. (One paper).

II. PENMANSHIP.

Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, marking and engrossing. (One paper).

III. MERCANTILE ARITHMETIC.

Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, the application of logarithms, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, exchange, practical measurements, and the metric system. (One paper).

IV. GENERAL COMMERCIAL KNOWLEDGE.

Business Papers.—Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit, receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, power of attorneys, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

Business Laws, Banking, etc.—Negotiable paper, indorsement, acceptance, discharge, dishonor, protest, negotiability and assignability, accommodation paper, statute of limitations, statute of frauds, interest, money, payments, collection of accounts, partnership, joint stock companies, insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts—kinds, parties to, consideration, etc.; property, real and personal; mortgages, chattel and real estate; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant—rights, duties and liabilities; principal and agent—relation to each other and to third parties; master and servant—relations, rights, duties and liabilities; wills and succession duties; copyrights, trade marks, industrial designs, patent rights—purpose and legal requirements; banking—organization, business, note issue, redemption fund, crossed cheques, etc.; balance of trade—meaning and effect on an exchange.

Statutory Requirements.—Relating to companies, partnerships, insolvency, and winding up acts. (One paper).

V. AUDITING.

Object, scope, and advantages of an audit; preliminary steps; instructions to the book-keeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates. (One paper).

VI. ECONOMICS.

The principles of production, distribution, exchange and consumption; value and price; land, labor and capital; rent, wages, and interest; monopolies, etc. (One paper).

VII. STENOGRAPHY.

Theory.—The principles of Phonography by Isaac Pitman.

Practice.—Writing from dictation at a speed of sixty words per minute, and accurate transcription into long hand at a speed of twelve words per minute; the dictated matter to comprise business correspondence and legal documents. (Two papers).

VIII. HISTORY OF COMMERCE AND TRANSPORTATION.

Ancient and mediæval commerce; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendancy; struggle of the English, French, and Dutch for the first place in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position; recent economic growth of Russia; the Balkan States, and the commercial position of South America, Africa, Asia and Oceania. The growth of commerce and the distribution agencies of Canada and the United States; markets and public carriers; growth of the factory system and its relation to agriculture and the development of transportation facilities; relation of waterways to railways and the distribution of the waterways of the country and their effect on domestic commerce. (One paper).

NOTE.—The examinations for commercial specialists will be held in July at the same centres as the other departmental examinations.

BOOKS OF REFERENCE RECOMMENDED.

- Canadian Accountant. J. W. Johnston, Belleville.
 Canadian Standard Bookkeeping. J. W. Westervelt, London.
 Joint Stock Company Accounts. D. Hoskins, Toronto.
 Accounting in Theory and Practice. Geo. Lisle. Wm. Green & Co., Edinburgh.
 Penman's Art Journal, (commence with September No.) 203 Broadway, New York.
 The Theory of Finance. Geo. D. King. C. & E. Layton, Farringdon St., London, E. C., Eng.
 Digest of Canadian Mercantile Law. W. H. Anger, Toronto.
 Shareholders' Manual. J. D. Warde, Toronto.
 Assignments Act. Cassels. Hunter, Rose & Co., Toronto.
 Auditing (chapters 1, 2, 3, 6, 7, 8). L. R. Dicksee. Gee & Co., London, E. C., Eng.
 Elements of Political Economy. James Bonar. John Murray, Albermarle St., London, Eng.
 Shorthand Instructor. Sir Isaac Pitman. The Copp Clark Co., Toronto.
 The History of Commerce in Europe. H. de B. Gibbons. The Macmillan Co., London, Eng.
 NOTE.—For The Winding-up Act, see R.S.O.

II. ART COURSE.

I. FREEHAND DRAWING.

With pencil, pen and ink, charcoal, and black crayon.

- Drawing of common objects from observation and from memory.
 Imaginative Drawing. Illustration of stories.
 Principles of Perspective.
 Outdoor sketching. Sketching from school windows.

Drawing from the cast and the human figure.
Rapid memory sketches of figures in motion.
Composition.
Representation of flat and relief maps. (Two papers).

II. CLAY MODELLING.

Common objects. Relief maps. Modelling from the cast.

III. COLOR DRAWING.

Suggestion of form with brush and ink; representation of common objects in monochrome tints; primary, secondary, and tertiary colors; proper combination of colors; watercolor and colored crayon drawings of common objects; outdoor sketching; sketching from the school windows. (One paper).

IV. INDUSTRIAL DESIGN.

In outline and color.

Practical geometry as far as necessary for construction of designs; principles of design and anatomy of patterns; units of design adapted from practical and geometrical forms; designs for floorcloths, wall paper, bookcovers, advertisements, etc. (One paper).

V. GEOMETRICAL AND MECHANICAL DRAWING.

Problems in practical geometry and perspective; orthographic and isometric projection; drawing from specifications; simple machine drawing; simple architectural drawing. (One paper).

VI. DRAWING ON THE BLACKBOARD.

With white chalk and colored crayons.

Common objects; illustration of nature study, geography, etc.

VII. HISTORY OF ART.

An outline of the origin and development of Architecture, Sculpture and Painting, with some knowledge of the life and works of the great artists of each of the leading periods. (One paper).

NOTE.—(1) All the examinations for art specialists will be held in July at the Toronto Normal School.

(2) The examinations in clay modelling, in sketching and in drawing on the blackboard will be practical.

BOOKS OF REFERENCE RECOMMENDED.

Light and Shade. Cross. Ginn & Co., Boston.
New Drawing Course. Vaughan. Nelson & Son, London, Eng.
Clay Modelling. Holland. Ginn & Co., Boston.
Clay Modelling, Elementary and Advanced. Alex. Gordon, Charles & Dible, London, Eng.

Manual of Clay Modelling. Unwin. Longmans, Green & Co., London and New York.

Elementary Brushwork Studies. Yeats. Philip & Son, London, Eng.

Brushwork Studies. Yeats. Philip & Son, London, Eng.

Color Study. Cross. Ginn & Co., Boston.

Design and the Making of Patterns. Hatton. Chapman & Hall, London, Eng.

Science and Art of Drawing. Spanton. The Macmillan Co.

Geometrical and Perspective Drawing. Spanton. The Macmillan Co.

Blackboard Drawing. Seaby. Nelson & Son, London, Eng.

Blackboard Drawing. Whitney. Davis Press, North Scituate, Mass.

Architectural Drawing. Edminster. The Pratt Institute, Brooklyn, N.Y.

Ancient Sculpture. Redford (George). Sampson, Low & Co., London.

How to Judge Architecture. Russell Sturgis. Baker & Taylor Co., New York City.

How to Study Pictures. Caffin. Century Co., New York City.

Masters in Art. Bates & Guild Co., Boston. The following numbers.

Vol. I. Parts 2, 4, 6, 12; Vol. II. Parts 13, 14, 16, 17, 18, 21, 24; Vol. III. Parts 32, 35; Vol. IV. Part 41; Vol. V. Part 58; Vol. VI. Part 69.

Where possible students should also refer to the following:—

Plaster Casts and How they are Made. Frank Forrest Frederick. Comstock, New York.

Modelling in Clay. A. L. Vago. Comstock, New York.

Modelling. A Guide to Teachers and Students. E. Lanteri. Chapman & Hall, London.

History of Architecture. Banister Fletcher. Batsford, London. September, 1906.

DEPARTMENTAL INSTRUCTIONS.

HIGH SCHOOL ENTRANCE EXAMINATION, 1907.

1. The High School Entrance examinations for 1907 will begin on Wednesday, the 26th of June, at 8.45 a.m., and will be conducted under the provisions of section 41 of the High Schools Act and sections 23-28 of the Regulations, subject to the instructions herein contained.

2. Candidates who purpose writing at the examination must notify the Public School Inspector before the 1st day of May.

3. A teacher who has pupils writing at the High School Entrance examination shall not be eligible to act as an Examiner or Presiding Officer where such pupils are writing.

4. When the County Council recommends the holding of an examination at any place other than the High School, the Presiding Officer shall be paid the sum of \$3 per diem, and travelling expenses for conducting such examination, and the Examiners shall be allowed the sum of \$1 per candidate for reading the answer papers. It shall be lawful for the County Treasurer to pay all the expenses of such examination on the certificate of the County Inspector.

SELECTIONS FOR MEMORIZATION.

Lead, Kindly Light; A Psalm of Life; Flow Gently Sweet Afton; The Heritage; Elegy Written in a Country Churchyard; The Barefoot Boy; Ye Mariners of England.

The selections for memorization are common to both the Ontario and Catholic Readers.

DUTIES OF INSPECTOR.

5. The Inspector shall notify the Education Department not later than the 3rd day of May in each year of the number of persons desiring to be examined at any High School or other authorized place within his jurisdiction.

6. In any city or town forming a separate inspectoral division, the Inspector or Inspectors of such city or town shall preside at the examinations, and in conjunction with the Board of Examiners for such city or town shall read the papers and report to the Education Department.

7. In counties in which more High Schools than one are situated the Inspector for the county shall elect at which High School he will preside, and shall notify the Education Department of the choice he makes, and in each of the other High Schools the Principal of the High School shall preside.

8. In the case of examinations affiliated with a High School, the Inspector, within whose district such affiliated examinations are held, shall appoint Presiding Officers, who shall be teachers in actual service, notice of which shall be sent to the Education Department; and such Inspector, together with the Examiners of the High School with which the examination is affiliated, shall be the Board of Examiners in all such cases.

9. Where from the number of candidates, or any other cause, additional Presiding Officers are required, the Inspector shall make such appointments as are necessary, preference being given to the other members of the Board of Examiners.

10. Where more examinations than one are held in an inspectoral division, the papers will be sent by the Education Department to the Inspector or the Presiding Officer, as the case may be.

11. The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time prescribed in the timetable for the examination in such subject.

DUTIES OF PRESIDING OFFICERS.

12. To be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and to see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying.

13. To open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and to place one paper on each candidate's desk.

14. To exercise proper vigilance over the candidates to prevent copying, and to allow no candidate to communicate with another, nor permit any person except another Presiding Officer to enter the room during the examination.

15. To see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

16. To submit the answers of the candidates to the Examiners, according to the instructions from the Board.

DUTIES OF CANDIDATES.

17. Every candidate should be in attendance at least fifteen minutes before the time at which the examination is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

18. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

19. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

DUTIES OF EXAMINERS.

20. The papers of the different candidates shall be so distributed that the same examiner shall read and value the answers in the same subject throughout.

21. Marks are to be deducted for mis-spelt words and for want of neatness as indicated in Regulation 27.

22.—(a) The reports of the Examiners are to be sent (by mail) to the Education Department on or before the 25th day of July by the Public School Inspector.

(b) The bag which contains the question papers is to be returned to the Department (charges prepaid) at the same time as the reports are sent.

(c) The answer papers of candidates, unless when specially requested, are not to be forwarded to the Department, but are to be retained by the Inspector until the 1st day of October, after which no case is to be reconsidered.

(d) The Inspector shall issue a certificate to each candidate who passes the High School Entrance examination.

TIME TABLE.

High School Entrance.

Wednesday, June 26th.

A.M.	8.45— 9.00.....	Reading Instructions (Circular 57).
	9.00—11.00.....	Composition.
	11.10—11.55.....	Spelling.
P.M.	1.30— 3.30.....	Geography.

Thursday, June, 27th.

A.M.	9.00—11.30.....	Arithmetic.
P.M.	1.30— 4.00.....	Written Reading.

Friday, June 28th.

A.M. 9.00—11.00.....English Grammar.
11.10—12.00.....Writing.

P.M.—Oral Reading may be taken either Friday afternoon or at such other hours as are convenient.

September, 1906.

EXAMINATIONS, 1907. PRESCRIBED TEXTS.

DISTRICT CERTIFICATE.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love Thou Thy Land," "Tears, idle Tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden.

JUNIOR TEACHERS.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love Thou Thy Land," "Tears, idle Tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; Shakespeare, Julius Cæsar.

Latin: Translation at sight of passages of average difficulty from Cæsar, upon which special stress will be laid.

Translation from a prescribed portion of Virgil's Æneid, with questions thereon.

Questions on Latin accidence.

Translation into Latin of English sentences to illustrate the common rules of Latin syntax, upon which special stress will be laid. The vocabulary will be taken from the prescribed portion of Cæsar.

Examination upon a short prescribed portion of Cæsar, to test the candidate's knowledge of Latin syntax and his power of idiomatic translation, etc.

The following are the texts prescribed:—

Cæsar, *Bellum Gallicum*, Book IV., chaps. 20-38, and Book V., chaps. 1-23; Virgil, *Æneid*, Book II., vv. 1-505.

Two papers will be set: (1) Translation at sight, Virgil, and accidence. (2) Translation into Latin, syntax, and idiomatic translation from prescribed Cæsar, etc.

SENIOR TEACHERS.

Latin: Cæsar, *Bellum Gallicum*, Book IV., chaps. 20-38, and Book V., chaps. 1-23; Virgil, *Æneid*, Book II.; Horace, Odes, Books III. and IV.; Cicero, *Pro Lege Manilio*, *Pro Marcello*.

Greek: Xenophon, *Selections in White's First Greek Book*; Herodotus, *Tales*, ed. Farnell I.-XI. incl.; Homer, *Odyssey XXI.*; Lucian, *Timon*; Lysias, *Pro Mantistheo* and *de Invalido*.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love Thou Thy Land," "Tears, idle Tears," and the six interlude songs from the Princess,

The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; Shakespeare, Julius Caesar, Midsummer Night's Dream.

German: Grimm Rotkäppchen; Anderson, Wie's der Alte macht, Das neue K lied, Venedig, Rothschild, Der Bär; Ertl, Himmelsschlüssel; Frommel, Das eiserne Kreuz; Baumbach Nicotiana, Der Goldbaum; Heine, Lorelei, Du bist wie eine Blume; Unland, Schäfer's Sonntagslied, Das Schloss am Meer; Chamisso, Das Schloss Boncourt; Claudius, Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlkönig, Der Sänger; Schiller, Der Jüngling am Bache.

1907: Hauff, Das kalte Herz.

Baumbach, Der Schwiegersohn; Elz, Er ist nicht eifersüchtig; Wichert, Post Festum.

French: Lamennais, Paroles d'un croyant, chaps. VII. and XVII.; Perrault, le Maître Chat ou le Chat botté; Dumas, Us nez gelé, and la Pipe de Jean Bart; Alphonse Daudet, la Dernière Classe, and la Chèvre de M. Seguin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti, Chagrin d'un vieux forçat; Molière, l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); Victor Hugo, Waterloo, chap. IX.; Rouget de l'Isle, la Marsellaise; Arnault, la Feuille; Chateaubriand, l'Exilé; Théophile Gautier, la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau.

1907: Labiche, la Grammaire; Sand, la Mare au Diable.

October, 1906.

COUNTY MODEL SCHOOL.

The attention of County Boards of Examiners is directed to the provisions of the Regulations (Sections 57-65), to the information in the Model School Calendar, and to the following:

I.

ADMISSION REQUIREMENTS.

(1) Candidates for admission to the County Model School must be 18 years of age on or before the close of the Model School term.

(2) The applicant must be the holder of one of the following certificates:—(a) A Part II. Junior Teachers' certificate, or a Part II. Junior Leaving certificate, each endorsed as provided in section 50 (3) of the Regulations; (b) A Senior Teachers' certificate, Parts I. and II., or Senior Leaving certificates, Parts I. and II.; (c) A District certificate endorsed as provided by section 50 (5) of the Regulations, or its equivalent as provided by section 43 (5) of the Regulations. (Note:—Part I. Junior Leaving certificates or Public School Leaving certificates, issued under previous Regulations, entitle the holders to non-professional District certificate standing.)

County Boards of Examiners are required to insist on the necessary endorsement of the non-professional certificates before admitting candidates to a Model School.

II.

Professional District certificates shall be granted only with the permission of the Minister of Education. Only holders of full Junior Teachers' or Junior Leaving standing, or higher standing are eligible to receive Third Class certificates from County Boards of Examiners.

III.

Renewals may be made for the reasons given in section 87 of the Regulations for not more than three years in all, except when a teacher's certificate expires in December in any year such teacher may be granted a further extension of six months to enable him to enter the Normal School the following September. The reasons for each renewal must be stated in the proper column of the report of the County Board of Examiners (Form No. 71).

IV.

As the Principal of the Model School is required to report upon the standing of each teacher-in-training in the subject of Nature Study, provision should be made for adequate instruction in this subject. Oral Reading will be reported on by the Board of Examiners, and Methods in Reading by the Model School Principal as in the case of the other subjects mentioned in section 61 of the Regulations.

V.

Answer papers, with the Model School Principal's report, are to be retained by the Board. The former may be destroyed after the 1st of March following. The decision of the Board with respect to the examination shall be final.

VI.

The Board is requested to fill out the final report (Form 71) with all details asked for and to forward it to the Education Department not later than the 31st of December.

TIME TABLE.

Third Class Professional Examinations.

December, 1906.

The closing examinations of the County Model Schools will begin on Tuesday, December 11th. The examination in Practical Teaching and in Reading will be held after the close of the written examination, at such time as the Board of Examiners deems most convenient.

Tuesday, 11th December.

- A.M. 8.45— 9.00.....Reading Regulations.
- 9.00—11.30.....Methods—Arithmetic and Penmanship.
- P.M. 1.00— 3.30.....Methods—Literature and Spelling.
- 3.40— 4.40.....School Law and Regulations.

Wednesday, 12th December.

- A.M. 9.00—11.30.....Science of Education.
- P.M. 1.00— 3.30.....Methods—History and Geography.

Thursday, 13th December.

A.M. 9.00—11.30.....Methods—Grammar and Composition.
P.M. 1.00—2.30.....School Management.
October, 1906.

TEACHING DAYS FOR 1906.

High School and Collegiate Institutes and Public and Separate Schools in cities, towns and incorporated villages have the following number of teaching days in 1906:

DATES OF OPENING AND CLOSING.

Open.....3rd January. Close.....12th April.
Reopen.....23rd April. Close.....29th June.
Reopen.....4th September. Close.....21st December.

January	21
February	20
March	22
April	15
May	22
June	21
—121	
July .....	...
August .....	...
September	19
October	23
November	22
December	15
— 79	

Total 200

Rural Public and Separate Schools have the following number of teaching days in 1906:

DATES OF OPENING AND CLOSING.

Open.....3rd January. Close.....12th April.
Reopen.....23rd April. Close.....29th June.
Reopen.....20th August. Close.....21st December.

January	21
February	20
March	22
April	15
May	22
June	21
—121	
July .....	...
August	10
September	19

DATES OF OPENING AND CLOSING.—*Continued.*

October	23
November	22
December	15
	— 89
Total	210

TEACHING DAYS FOR 1907.

High School and Collegiate Institutes and Public and Separate Schools in cities, towns and incorporated villages have the following number of teaching days in 1907:

DATES OF OPENING AND CLOSING.

Open.....	3rd January.	Close.....	28th March.
Reopen.....	8th April.	Close.....	28th June.
Reopen.....	3rd September.	Close.....	20th December.

January	21
February	20
March	20
April	17
May	22
June	20
	—120
July .....	...
August .....	...
September	20
October	23
November	21
December	15
	— 79
Total	199

Rural Public and Separate Schools have the following number of teaching days in 1907:

DATES OF OPENING AND CLOSING.

Open.....	3rd January.	Close.....	28th March.
Reopen.....	8th April.	Close.....	28th June.
Reopen.....	19th August.	Close.....	20th December.

NOTE.—Christmas and New Year's holidays (22nd December, 1906, to 2nd January, 1907, inclusive), Easter holidays (13th to 22nd April, inclusive), Midsummer holidays (for High Schools and Collegiate Institutes, and in cities, towns, and incorporated villages, 30th June to 3rd September, inclusive; rural schools, 30th June to 19th August, inclusive), all Saturdays and Local Municipal holidays, Dominion or Provincial, and Public Fast, or Thanksgiving Days, Labor Day [1st Monday (3rd) of Sept.] and the anniversary of Queen Victoria's Birthday (Thursday, 24th May), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor. The above named holidays are taken into account in this statement, so far as they apply to 1906, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

DATES OF OPENING AND CLOSING.—*Continued.*

January	21
February	20
March	20
April	17
May	22
June	20
	—12 ⁶
July .....	...
August	10
September	20
October	23
November	21
December	15
	— 89
Total	209

NOTE.—Christmas and New Year's holidays (21st December, 1907, to 2nd January, 1908, inclusive), Easter holidays (29th March to 7th April, inclusive), Midsummer holidays (for High Schools and Collegiate Institutes, and in cities, towns and incorporated villages, from 29th June to 2nd September, inclusive; rural schools, 29th June to 18th August, inclusive), all Saturdays and Local Municipal holidays, Dominion or Provincial, Public Fast, or Thanksgiving Days, Labor Day [1st Monday (2nd) of Sept.], and the anniversary of Queen Victoria's Birthday (Friday, 24th May), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor. The above named holidays are taken into account in this statement, so far as they apply to 1907, except any Public Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

THE ADVISORY COUNCIL OF EDUCATION.

POWERS AND DUTIES IN RESPECT TO EXAMINATIONS.

I. (a) The Advisory Council shall appoint examiners of well known ability as teachers in either a University or a High School to set examination papers for the Junior or Senior Teachers' and the University midsummer Junior Matriculation examinations.

(b) The Council shall also appoint examiners of well known ability as inspectors or teachers to set examination papers at such other Departmental examinations as may be entrusted to it by the Education Department.

(c) The persons appointed examiners under (a) and (b) above shall not be engaged in the preparation of candidates for the examinations concerned.

(d) For the purpose of reading the answer papers of candidates at the examinations in (a) above, the Council shall appoint as associate examiners persons holding specialists' certificates according to the regulations of the Education Department, or graduates of any British University. Such persons shall be actually engaged in teaching, and shall have at least two years' successful experience in this Province.

(e) For the purpose of reading the answer papers of candidates at the other Departmental examinations, the Council shall appoint as associate examiners persons holding at least First Class certificates, who have been successful teachers and who are actually engaged in teaching.

(f) For the purpose of reading the answer papers at special non-professional examinations or at such professional examinations as may be entrusted to it by the Education Department, the Council shall appoint as associate examiners persons specially qualified.

(g) The lists from which the selections are made shall be prepared, in the case of the examiners in (a) above and of the associate examiners in (d) above, by the President of the University of Toronto and the Superintendent of Education; and shall be furnished in the case of the examiners in (b) above and of all the other associate examiners, by the Minister of Education. All the lists shall contain the names of more than the number of persons required for the examinations.

(h) Except in the case of an emergency, no examiner or associate examiner shall be appointed for more than three consecutive years.

(i) Any candidate except a candidate at the University Scholarship examinations may have his papers re-examined on appeal made to the Minister of Education not later than September 15th.

(j) The Council shall also have power to appoint from the lists of examiners supplied to it, such persons as may be required for reading the answer papers of candidates who have appealed to the Minister of Education for a re-examination of their answer papers.

(k) The number of examiners and associate examiners from year to year for each examination shall be settled by the Minister of Education on the report of the Chairman of the Board of Examiners.

II. The standard and character of the examination papers shall be determined by the regulations and instructions of the Education Department and the University of Toronto respectively.

III. Subject to the regulations and instructions of the Education Department and the University of Toronto respectively, the Council shall have power to settle the results of all the examinations entrusted to it by the Education Department and to report thereon to the Minister of Education. The settlement in the case of the Departmental examinations shall not be valid until approved of by the Superintendent of Education.

IV. (a) All communications or references requiring the attention of the Advisory Council shall be addressed to the Deputy Minister of Education.

(b) The Advisory Council shall appoint an executive committee of not more than three members.

(c) The Superintendent of Education shall submit to the Advisory Council for consideration all matters referred to it by the Minister of Education.

(d) The Registrar of the Advisory Council shall be Chairman of the Board of Examiners and of any committee thereof, and shall perform the duties set forth in Circular, "Instructions," No. 7.

November, 1906.

THE COURSE AND THE EXAMINATION IN UPPER SCHOOL GEOMETRY FOR 1907.

At the examination for the Senior Teachers' non-professional certificate next July (1907) no questions will be set on Section B.—Synthetic Geometry—of the Upper School course. After 1907, the examination will be on the whole course as set forth on pp. 85-91 of the Regulations.

The following corrections have also been made in the course as given on p. 90:

For

$$\cos \theta = \frac{A A' + B B'}{\sqrt{A^2 + B^2} \sqrt{A'^2 + B'^2}}$$

read

$$\tan \theta = \frac{A' B - A B'}{A A' + B B'}$$

Prefix signs as below:

$$\frac{A a + B b + C}{A l + B m} \\ \pm \frac{A a + B b + C}{\sqrt{A^2 + B^2}}$$

On p. 91, for "Length of tangent" read "Square of tangent." November, 1906.

THE RECENT AMENDMENTS TO THE PUBLIC SCHOOLS ACT.

(Memorandum from the Minister of Education.)

I. THE DUTY OF THE STATE.

The first duty of the State is to provide conditions conducive to good citizenship. Foremost among these conditions is an efficient system of public instruction, especially in a democratic community, for there especially the voter must be educated. Each Provincial Government, accordingly, accepts full responsibility by enacting compulsory educational laws and regulations and enforcing their observance by a comprehensive system of inspection. Moreover, each Government contributes largely of the public funds for the support of education; it requires the municipalities to provide their share for the same purpose; and our Public Schools are free.

II. CONDITIONS OF EFFICIENCY IN SCHOOLS.

Efficiency in a school system cannot be secured without competent teachers and suitable accommodations and equipment; and competent teachers cannot be secured unless the salaries paid them are such as to induce men and women of maturity, scholarship and ability to become and to remain teachers.

III. THE SERIOUSNESS OF THE PRESENT PUBLIC SCHOOL SITUATION.

For some years the Public School system of Ontario, as a whole, has been in an unsatisfactory condition. The following are evidences of the seriousness of the present situation:

(1) The general discontent with the condition of the Public Schools (the rural schools in particular), as shown for years by adverse and widespread newspaper criticisms, by the complaints of public men, and by the representations of Public School inspectors and other educationists who know the situation at first hand.

(2) The scarcity of teachers and the resultant lowering of the standard of their qualifications.

As the schools must be kept open, an insufficient supply of teachers necessarily lowers the standard. The statistics demonstrate this; for the number of temporary certificates and certificates lower than third class rose in rural schools from 463 in 1903 to 954 in 1905, and the number for the present year will show a still greater increase, notwithstanding the efforts the Department has made to prevent it. The seriousness of the situation is emphasized by the following additional statistics: In 1905, of 5,694 teachers in the rural schools, 2,904 held third class certificates; 1,693, second class; and, in all the rural schools of this rich and prosperous Province of Ontario, there were only 143 teachers with first class certificates. The statistics of the urban schools make a better showing; for, in the same year, of 2,985 in these schools, 88 held temporary, or lower than third class; 232 third class; 2,159 second class, and 506 first class.

(3) The large number of female teachers and the decrease in the number of male teachers.

The following table shows the general tendency in the Public Schools since 1877:

Year.	Total.	Male.	Female.	Year.	Total.	Male.	Female.
1877.....	6,134	2,915	3,219	1897.....	8,376	2,690	5,686
1882.....	6,467	2,964	3,503	1902.....	8,497	2,200	6,297
1887.....	7,103	2,627	4,476	1903.....	8,560	2,062	6,498
1892.....	7,818	2,635	5,183	1904.....	8,610	1,957	6,653
				1905.....	8,679	1,839	6,840

In the rural schools, in 1903, 1,542 were males and 4,115 females; and, in 1905, 1,320 were males and 4,374 females. Here also the urban municipalities make a better showing; for, in 1903, 520 were males and 2,383 females; and, in 1905, 519 were males and 2,466 females. The seriousness of the situation is, however, shown more unmistakably by the statistics of the Normal School attendance. In 1901, 121 male teachers attended the Normal Schools; and in 1902, 123; while, on the lengthening of the term, the numbers each year from 1903 to 1906 were only 14, 22, 18, 20; that is, of a total attendance for these years of 1,162, only 74 were males.

The preponderance of females is due to the fact that the inducements for males to enter the teaching profession have year after year become less and less potent, owing largely to the greater remuneration offered elsewhere.

For junior forms, female teachers are more suitable than male teachers; but, for fourth and fifth forms, male teachers are generally necessary. This proposition needs no defence.

(4) The increase in the number of teachers who are young (in most cases from eighteen to twenty-one or twenty-two) and who remain teachers only a short time.

This condition is due partly, as above, to the inducements in other occupations and partly to the fact that the girls, who are by far the more numerous, become teachers with no intention of remaining longer than the three years for which their third class certificates are valid. The teachers in the rural schools are, accordingly, continually changing. The average term of service, indeed, is less than five years. It stands to reason that we cannot

have efficiency under such conditions. No business in which most of the experienced employees are replaced every five years by other and inexperienced ones, could possibly succeed.

(5) The general condition of the rural schools to-day is, in many sections, little, if at all, better than it was twenty or twenty-five years ago.

As a class, the rural schools have not benefited by the prosperity of the country, nor have they advanced as have the High Schools and the Universities. In the suitability of their accommodations and in their equipment, including libraries, etc., they are, generally speaking, relatively and absolutely defective. The best teachers, too, are leaving the rural schools and entering upon other occupations, or they are going west to the new Provinces, where, instead of the \$250, \$300, or \$350 they get here, they can readily obtain from \$600 to \$800 a year. In fact, for years, our Normal Schools have been training teachers for Manitoba and the western Territories; and, to keep up our supply, we have had to resort to the products of the Model School, and insufficiently trained inexperienced teachers, and to holders of temporary certificates. The salaries, too, in some places in Ontario are now actually lower than they were ten or fifteen years ago, notwithstanding the increased cost of living. To-day we must pay the man who splits our wood at least \$1.50 a day; we can get a teacher—a poor one, indeed—at less than a dollar a day. The cause is not far to seek; many sections market their schools and take the cheapest (and generally the poorest) applicant. Some years ago, when there were forty or fifty applicants for nearly every vacancy, the standard was not at once raised. Under-bidding lowered salaries, and this inevitable result has in turn become the cause of our present distress.

IV. HOW IMPROVEMENT MAY BE EFFECTED.

While most of the poorer sections spend as much on their schools as can be expected from them and many are spending even more; while, also, many sections are spending a fair amount, a very large number are spending far less than they are able. The Government is charged with the responsibility of maintaining an efficient system; and, owing to the default of the section boards, which are primarily responsible, the Government is bound to interfere. As has already been pointed out, the efficiency of the schools depends upon the suitability of the accommodations and the equipment, the qualifications of the teachers, and the salaries paid them. Improvement on these three lines is, accordingly, the present object of the Government's policy.

The Legislative and County grants will hereafter be distributed on a basis which will improve both the accommodations and the equipment, and to assist boards in providing proper equipment, the Legislature, at its last session, made a special grant of \$10,000 to the Continuation classes, and of \$10,000 to the District schools. For general purposes, it gave a special grant of \$60,000 to the rural schools in old Ontario and required the counties to add the equivalent of this special grant and of the grant to Continuation classes. An extra township grant of \$150 is also to be raised this year to give boards further assistance in preparing the accommodations and equipment for the new scheme of distributing the Legislative and County grants. Former Regulations have always provided for a minimum equipment for every Public School; but in many instances they have been insufficiently complied with, to the great disadvantage of education. The minimum prescribed in Circular 33, is necessary for a modern programme taught by modern methods, and for every school under the improved conditions of education to which we hopefully look forward. Moreover, in a few years, boards will be recouped for their present expenditure by the minimum grant to which each school

which provides the equipment will be entitled under the Public Schools Act. Circular 33 also gives the details of the different items of accommodations, and a large proportion of the Legislative and County grants will be distributed on this basis. Those boards, accordingly, that have followed the recommendations of the circular will next July meet with their reward. (Circular 33 and instructions, No. 12, may be obtained on application to the Public School Inspector).

To increase the efficiency of the teachers, the Government is also providing an improved system of professional training in the form of three additional Normal Schools for old Ontario and one for new Ontario, at a capital cost of more than \$250,000, and an increase of the yearly expenditure for maintenance of more than \$60,000. With the addition of a Faculty of Education in the Provincial University, which has now been arranged for, we shall have, in a couple of years, a complete and modern system of training for all grades of teachers. The new scheme of professional training will provide for two main grades of Public School teacher certificates, first class and second class. The work for first class teachers and High School assistants will be taken up in the new Faculty of Education in Toronto University; that for second class in the reorganized Normal Schools. It is, however, intended to provide in addition for the less advanced counties in old Ontario and the poorer parts of the districts, teachers with qualifications corresponding to those of the old third class certificates (primary non-professional). The professional work for these certificates will be taken up in a few Model Schools which will be retained for the purpose and made thoroughly efficient. Such certificates will, of course, be confined to the counties and districts concerned, and it is hoped will gradually disappear.

But these improvements would be of little avail if we did not secure and retain competent men and women by providing adequate salaries. The experience of all other professions and of the trades has shown that the fixing of fees and wages cannot be left to the generosity of individual employers. Unlike the members of the other professions and the trades, our teachers are not permitted to manage their own affairs. Combinations and strikes among them would, therefore, be ineffectual. Moreover, as the Government is directly responsible for our educational system, combinations and strikes would be intolerated. In justice, therefore, to the Public School Teachers, whose salaries have long been inadequate, the Government has been compelled to interfere, and owing to the critical condition of affairs, to interfere without delay.

It is an acknowledged principle of taxation in a democratic community, that the rich should help the poor in any matter that concerns the interests of the whole community. On this sound principle have been based the county and township levies for school purposes. As a result of last session's legislation, the county now gives at least the equivalent of the special grant of \$60,000, and the township grant has been increased, according to the assessment, from \$150 to \$300 when the average assessed value of the township is not less than \$30,000 per section. And further, after 1906, the latter grant must be applied to the teacher's salary, with an addition from section funds of from \$200 to \$25, according to the ability of the school board as measured by the value of the assessment. This addition, it should, however, be noted, is not necessarily a tax on the section; for the Government grant, and, in many cases, other sources of revenue, are available.

As regards minimum salaries, the effect of last session's legislation is as follows: Where the average assessed value of a township is equal to at least \$30,000 per school section and the assessed value of a section is at least \$200,000, \$150,000, \$100,000, \$50,000, \$30,000 or below \$30,000, the mini-

num salary respectively payable to a principal teacher would be for the whole year \$500, \$450, \$400, \$350, \$325, or \$300, and, in any case, for each assistant, \$300. If, however, the average assessed value of the township is less than \$30,000 per section, the township grant is still \$150, and the minimum salary payable a principal teacher would vary, as above, from \$350, where the section assessment is \$200,000 to \$150, where it is less than \$30,000; and for every assistant teacher employed the whole year the minimum would be \$200. From this it is clear that the poorer sections in townships where the average section assessment is less than \$30,000, are not yet so well situated financially as are the poorer sections in other townships; and it is equally clear that they and other needy sections must now be helped either by legislation or by special legislative grants, or by both.

An important effect of the recent legislation is, what has long been urged, a fair approximation to an equalization of school taxation. It is manifestly unfair that Jones who lives on one side of the road should pay two or three times as high a rate on the dollar to maintain his school, as does Smith who lives on the other side, simply because Smith lives in the wealthier section. And further, had the Government simply provided the \$300 township grant without attaching the condition of a minimum local addition, many sections, well able to pay more, would, undoubtedly, make \$300 the maximum of the teacher's salary.

Having regard, therefore, to the requirements of the public service, the plan adopted is as fair a one as could be devised. Moreover, the principle of minimum salaries had the unanimous support of both sides of the Legislature at its recent session. True, the richer sections help the poorer ones; but there is nothing exceptional in this. A man's ability to pay is the basis of our system of taxation, and the claims of the commonwealth are superior to those of the individual.

V. OBJECTIONS CONSIDERED.

Naturally enough, these changes have in some quarters provoked opposition. The following are the chief objections:

(1) "Well qualified teachers should have been provided before boards were called upon to increase salaries."

Even for the teachers we now have, the salaries are often absolutely and relatively too low, and, what is more directly to the point, teachers could not be induced to double the cost of their professional training, as will be required by the new Normal School system, if they had not the assurance of fair salaries after completing their course. The improvement—the immediate improvement—of the teachers' salaries is the key to the situation.

(2) "Instead of coercing boards to give higher salaries, moral suasion should have been applied in the form of a campaign of education."

The condition of affairs has been shown to be critical; and, while a campaign of education is desirable under any circumstances and is now being conducted under instructions from the Government by Public School Inspectors and others, such a campaign would take too long to remedy the present serious evils, even if—which is most unlikely—it succeeded in the end in doing so generally.

(3) "The qualifications of the teacher should have been taken into account in fixing the minimum salary."

Experience has shown that if the salary offered is adequate, applicants with the required qualifications will present themselves. Besides, it is the intention of the Education Department to prescribe the qualifications for different grades of school. Before long it will be impossible for a teacher

with a low grade certificate to hold, as he now may, the principalship of the most important Public School in the Province.

(4) "Some sections with a small school attendance and a high assessment must pay a high salary."

A small attendance is just as much entitled to a good teacher as a large attendance, more especially as the school tax is on property which is well able to pay it without an exceptional increase of the rate. Besides, under the Public Schools Act, one section may unite with an adjoining one, or a section may close its school and pay fees for the admission of its children to the school of an adjoining section. If, indeed, the recent amendments to the Act lead to the establishment of consolidated schools, their existence will have been amply justified even on this ground alone.

(5) "Urban municipalities have not been included in the scheme for increasing the salaries of Public School teachers. The farmers have been singled out by this special legislation."

The statistics showing the grades of teachers employed and the salaries paid in the urban and rural municipalities demonstrate the fact that it is rural municipalities that need special and prompt legislation. Nor should the fact be overlooked that, while the Legislature has singled out the farmers for this special taxation, it has also singled them out already for a special legislative school grant of over \$70,000 and has given all the sections a county grant and most of them a doubled township grant. Moreover, the Government does not take the ground that last session it did all it intends to do in carrying out its pledge to make the Public Schools its first and chiefest care. It is true, however, that some urban boards pay too small salaries, and that many are poorly equipped. It will, accordingly, be necessary to propose legislation on this subject when the Public Schools Act is consolidated.

(6) "The course taken of coercing school boards is exceptional and offensive."

As has already been made clear, even if the recent action of the Legislature in prescribing minimum salaries were a drastic one, the present condition of affairs would justify it. Moreover, all laws are based on coercion and are made for the good of the community. It may here be pointed out that the only other effective course open to the Education Department would have been to raise the standard of the qualifications, and to restrict the supply of teachers. This course would have forced salaries up, but it would have been coercion indeed—coercion, moreover, applied without regard to the necessities of the schools, which necessities the Education Department is bound to consider. It may be pointed out also that except in the matter of fixing a minimum salary, the Education Department has interfered in no way with the responsibility of school trustees.

But the mandatory feature of the recent school legislation is not an exceptional one; it is simply an extension of what has been long applied in similar cases;

(a) The salaries of ordinary civil servants are fixed and paid by Government.

(b) Those of semi-civil servants are fixed where part is paid by the Government and part by the locality; *e.g.*, Public School Inspectors.

(c) Those of semi-civil servants are fixed where the whole salary is paid by the locality; *e.g.*, Police Magistrates.

(d) Those of semi-civil servants who are paid by fees are also prescribed by a scale of fees; *e.g.* Local Registrars.

The teacher is also a semi-civil servant; for the Government prescribes his qualifications, restricts his liberty of action, and even contributes towards

his salary. In view, accordingly, of the importance to the state of an efficient school system, the state is bound to protect him when it is shown that he is suffering an injustice.

Moreover, the principle of minimum salary is applied in other cases. In the Church, where, unfortunately, the conditions resemble those of the teaching profession, three denominations have established minimum salaries—the Presbyterians, \$800 and a manse for married men and those with relatives dependent on them; for others, \$750; the Methodists, for married men, \$750; for single men (ordained), \$600; and for probationers, \$400; and the Baptists, \$750. And, as is well known throughout the Province, the various trades unions take forcible and effective means to secure proper wages.

Nor is a scheme of minimum salaries a novelty in education: In some of the States of the Union—in Mississippi, Indiana, Maryland, West Virginia, and even in the rich commonwealth of Pennsylvania—where conditions similar to ours have prevailed, the minimum salary plan has been established. In Indiana a penalty not exceeding \$100 has been fixed for each violation of the minimum salary law. The State Superintendent of Pennsylvania writes that the plan has been successful, and that salaries have gone up, although fears were entertained at first to the contrary. The State Superintendent of Indiana also writes that the law is working satisfactorily to the people, and that it is hoped that, at its next session, the Indiana legislature will increase the salaries above those prescribed by the present law. In British Columbia, where the minimum salary is \$600, and in Germany, where the teacher is an honored civil servant, the salaries are paid by the Government from the general rates. Twenty years ago, when the condition of our now prosperous High Schools resembled the present condition of our rural Public Schools, and when the legislative grant was a far more important element in the annual expenditure than it now is, the Boards were compelled to expend in teachers' salaries at least the legislative grant and the county equivalent. And further, it is well known that the remarkable growth and exceptionally efficient condition of the High Schools are largely due to a system of Departmental coercion which has for years been strenuously applied. The Province is proud of the prosperity and efficiency of its High Schools; no one now regrets the means taken to secure it.

Anything that savours of coercion is naturally offensive to a free people; but British subjects have always been law-abiding when their reason has been convinced. When Dr. Ryerson succeeded in making the Public Schools free, he encountered for a time, the bitterest opposition, and then also the opponents of the reform cried "Coercion." No one now doubts the wisdom of his course. There has, it is true, been some opposition to the minimum salary scheme of the present government, but it is to the credit of the people that it has been comparatively slight, and chiefly where the scheme and its causes have not been understood. Reports from inspectors are, with few exceptions, decidedly favourable; and the following from an inspector who has experienced some opposition, may be taken as an evidence of the general situation:—

"The beneficial effects of the recent School amendments are felt even now:

(a) More Normal trained teachers have been engaged since midsummer in this inspectorate than ever before.

(b) For the first time in the history of the Townships none but Normal trained teachers have been employed.

(c) Many teachers, natives of the county, are coming home to teach from the west, owing to the prospect of fair salaries.

(d) Schools that have always engaged a cheap teacher, who was usually a poor teacher, are now engaging Normal trained teachers at a fair salary.

(e) There are about ninety students in training at the Model Schools in the county. About thirty or forty of them are young men.

The most pleasing feature to me is this:—I have some excellent teachers in poor school houses. Before this law was passed, had the Trustees offered to build a new school house, the people of the section would have brought such pressure to bear on them that they would have had to engage a cheap teacher until the school house was paid for. Now they can build and retain a good teacher. I am getting four new school houses already and expect three more."

I now commend to the earnest consideration of the Province the scheme above set forth for the improvement of our Public Schools, as being an equitable and workable solution of a difficult problem. Experience will, no doubt, show where amendments may be made, and I shall be glad to receive suggestions on the subject. It is, however, only reasonable that a fair trial should be given a solution which meets our most pressing difficulties and which has been well received by Educationalists and by the general public.

NOVEMBER, 1906.

TRAVELLING LIBRARIES.

REGULATIONS.

1. On satisfactory guarantee that all regulations will be complied with, Travelling Libraries may be lent to small Public Libraries.

2. The Library Board must be personally responsible for loss or injury beyond reasonable wear.

3. Books (only one case at a time) will be loaned without charge excepting the payment of damages for loss or injury to books beyond reasonable wear. The charges for transportation from the Education Department, or from the Public Library from which the Travelling Library may be shipped, are to be paid by the borrowing library, but charges for returning the books to Toronto are to be paid by the Department.

4. The Travelling Library shall not be kept longer than three months after its reception, except by special permission from the Minister of Education.

5. The Librarian shall care for the books while under his control, circulate them in accordance with the Regulations of the Department and the Rules of the Library, and make required reports respecting their use.

6. The books will be carefully selected for each Travelling Library, but the Department will not undertake to furnish other books than those forming each library collection.

7. So far as possible the works of standard authors will be selected, including books of natural and social science, biography, history and travel, in addition to a moderate proportion of fiction.

8. The Library shall be open for obtaining and returning books at such times as the Library Board shall direct.

9. The Library Board may require each borrower to pay promptly any fines due for overdeterment of books, or for injuries of any kind beyond reasonable wear to any book charged to him.

10. All corrections of the text, or marks of any kind on books belonging to the Travelling Library are unconditionally forbidden, and all losses or

injuries beyond reasonable wear must be promptly adjusted to the satisfaction of the Trustee by the person to whom the book is charged.

NOVEMBER, 1906.

DUTIES OF THE REGISTRAR.

1. The Registrar of the Advisory Council shall preside, as Chairman, at all meetings of the Board of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Board or its committees shall be settled by a majority of the Examiners. In case of a tie the Chairman shall have the casting vote.

2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed; and, except where it is in his judgment absolutely necessary to disclose the candidate's name or examination centre, he shall so deal with all correspondence that the identity of the candidates shall be disclosed to neither the Examiners nor the members of the Advisory Council. He shall assign a pseudonym to each Associate Examiner and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

3. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners and Associate Examiners; he shall have charge of the reading of the answer papers, and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results so that they may clearly indicate the subjects in which the candidates have passed or failed.

4. He shall take the necessary steps in order that appeals may be read as speedily as possible.

DUTIES OF EXAMINERS.

5. Each Examiner shall be required to discharge all duties pertaining to his office, and no duty which an Examiner is appointed to perform shall be delegated to another Examiner without the approval of the Advisory Council. Each Examiner shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.

6. The papers set for the Part II. Junior Teachers' and the Senior Teachers' examinations shall be prepared in accordance with the requirements of candidates desiring to become teachers.

7. In the prose composition papers in Classics and Modern Languages the vocabulary required shall be such as is found in the prescribed portion of text and text-book.

8. Each paper in a department shall be signed by each Examiner in the department, and shall be approved by all the Examiners in the department at a meeting held for the purpose before it is submitted to the Board of Examiners for consideration.

9. The Examiners, in the case of the Junior and Senior Teachers' and the Junior Matriculation Examinations, shall be present at the beginning of reading of the answer papers. Each Examiner shall discuss with the Associate Examiners in his section the character of the answers required by the question, and especially the value of incomplete or imperfect answers, so as

to insure, as far as possible, uniform marking. In cases of differences of opinion on any point the decision of the Examiners shall be final; and, without the consent of the Examiner concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion. Any additional necessary allowance shall be made by the Revising Board on the report of the chairman of the section through the Registrar.

10. Such of the Examiners as may be appointed a Revising Board by the Advisory Council shall, after due consideration of all doubtful and special cases, make such reports as will enable the advisory Council to settle the results of the examinations.

11. With such Associate Examiners as may be appointed by the Advisory Council, the Examiners shall also read the appeals and make, through the Revising Board, such reports as are provided for in 10 above.

12. The Examiners shall report to the Advisory Council the pseudonyms of all Associate Examiners whose work appears to have been performed with marked carelessness or incapacity, or who have shown any substantial disregard of the instructions of the Advisory Council.

DUTIES OF ASSOCIATE EXAMINERS.

13. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform*. He shall also report to the Revising Board, through the Registrar, any matters that require its attention. In the case of an emergency, as in the absence of a chairman of a section, the Registrar shall appoint a chairman *pro tempore*.

14. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. *The envelopes, with their enclosures, must be returned in numerical order in which they are received*. In cases of suspected copying the Associate Examiner shall note on the face of the envelope, "Copying, see No., question.....," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion.

15. In the case of the papers in *English Grammar, Literature, and Composition*, one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or algebraical solutions should be accepted.

16. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in *English Grammar, Literature and Composition*, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.*, Grammar, 80 — 2 sp. — 4 f.s.—74. He shall also sign his pseudonym on the envelope of each examination book examined.

17. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2

p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

18. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance and shall devote themselves strictly to the work of the examination; they shall keep a record of the papers read each day and shall report the results of their work to the chairman of their respective sections.

19. *They shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when the sanction of the Registrar has been obtained.*

20. *The work is confidential throughout.* Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner he shall report the fact without any delay to the Registrar, or, in his absence, to the clerk of committees, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

21. The instructions herein contained so far as they relate to the examinations of the Education Department and matriculation into the University shall be subject to amendment from time to time with the approval of the Education Department and of the Senate of the University of Toronto.

NOVEMBER, 1906.

II.—ORDERS IN COUNCIL.

Professor Guy de 'Lestard appointed temporarily to the position of French Teacher at the Toronto Model School. Approved 5th January, 1906.

Mr. Arthur Hugh Urquhart Colquhoun, B.A., appointed Deputy Minister of Education, said appointment to take effect on and from the 6th day of February, 1906. Approved 7th February, 1906.

Subject to the requirements of the Regulations, High School established in the Town of Wingham. Approved 7th February, 1906.

Miss Priscella H. Bayfield granted a certificate as Director of Kindergarten Schools. Approved 21st February, 1906.

Mr. Patrick W. Bartley, B.A., of the Royal University of Dublin, Ireland, granted an Interim Second Class Certificate. Approved 20th April, 1906.

Following persons appointed to the regular staff of the Education Department:

Mr. Norman Brown, Junior Clerk.

Mr. George Lyons, Messenger.

Miss E. Dennis, Stenographer to the Minister of Education.

Miss Myrtle Gregg, Stenographer to the Deputy Minister.

Miss E. King, Stenographer, Departmental Library.

Mr. W. A. Poole, Guard in Museum.

Approved 18th May, 1906.

Mr. John Seath, M.A., LL.D., appointed Superintendent of Education, said appointment to take effect on and from 25th day of May, 1906. Approved 26th May, 1906.

Subject to the requirements of the Regulations, High School established in the Town of Penetanguishene. Approved 28th May, 1906.

Mr. James Elgin Wetherell, M.A., appointed Inspector of High Schools and Collegiate Institutes, said appointment to take effect on and from the 15th day of September, 1906. Approved 28th May, 1906.

Ten graduates of the Lillian Massey School of Household Science granted certificates of qualification as teachers of Household Science in the Public and High Schools. Approved 4th June, 1906.

Mr. Clarkson W. James, Clerk and Private Secretary to the Minister of Education, appointed Secretary to Department of Education. Approved 15th June, 1906.

Miss Luella E. J. Fear, a graduate in Domestic Science of the Ontario Ladies' College, Whitby, granted a certificate of qualification as a teacher of Household Science in the Public and High Schools. Approved 15th June, 1906.

Mr. Thos. David Allingham granted a temporary certificate as Principal valid for two years in the Penetanguishene High School. Approved 20th June, 1906.

Mr. Henry Byron Spotton, M.A., appointed Inspector of High Schools and Collegiate Institutes, said appointment to take effect from the 15th day of September, 1906. Approved 20th June, 1906.

Mr. T. W. Crothers, Barrister-at-Law, St. Thomas, and Mr. John A. Cooper, Journalist, Toronto, appointed Commissioners to enquire into and report upon the reasonableness of the present prices of the School Text Books now on the authorized list and to enquire also into the prices of such publications elsewhere. Approved 30th June, 1906.

Mr. Robert H. Cowley, B.A., appointed Inspector of Continuation Classes. Approved 30th June, 1906.

Regulations for the accommodation and equipment of Rural Public and Separate Schools. Approved 13th July, 1906.

Miss Mary Adele Ashall, appointed to the staff of Education Department. Approved 13th July, 1906.

Following appointments made to the Ontario Normal College for the session 1906-1907:

Mr. R. A. Thompson, B.A., Acting Principal.

Professor Albert H. Abbott, B.A., Ph.D., Lecturer in Psychology.

Professor F. Tracy, B.A., Ph.D., Lecturer in Science and History of Education.

Approved 13th July, 1906.

A Normal School was established in each of the cities of Hamilton, Stratford, and Peterborough, and in the Town of North Bay, conditionally in each case that a proper site for the same be furnished by the municipality. Approved 16th July, 1906.

Mr. George Lynch Staunton, K.C., Hamilton, appointed Legal Counsel to the Commission lately appointed to inquire into and report regarding the prices of Text Books. Approved 16th July, 1906.

Mr. Alexander Clark Casselman, appointed Secretary to the Text Book Commission. Approved 16th July, 1906.

Mr. John Baxter Johnston, M.A., Glasgow University, Scotland, granted Interim Second Class Certificate. Approved 7th September, 1906.

Mr. Alexander John Russell Snow, Barrister-at-Law, appointed a Commissioner to investigate the workings of the Institution for the Blind, at Brantford, and the Institution for the Deaf and Dumb, at Belleville. Approved 5th October, 1906.

Mr. Charles Bernard Coughlin, M.D., appointed Superintendent and Principal of the Institution for the Deaf and Dumb at Belleville, said appointment to take effect on and from 15th November, 1906. Approved 20th October, 1906.

Regulations regarding the Senior Teachers' Examination approved 24th October, 1906.

Miss Susie Bawden, granted a certificate as a teacher of Household Science. Approved 24th October, 1906.

Regulations regarding County Model Schools approved 24th October, 1906.

Mr. John Eastwood Hodgson, M.A., of the University of Toronto, granted a High School Principal's certificate with Specialist standing in Classics and English. Approved 5th November, 1906.

Miss Marguerite Eliot, appointed Assistant in the Boys' Model School at Ottawa, said appointment to take effect from 1st November, 1906. Approved 9th November, 1906.

Mr. J. Ball Dow, School Trustee, Whitby, and Mr. John H. Langton, School Trustee, Parkhill, appointed members of the Advisory Council of Education, as representing the School Trustees of the Province. Approved 7th December, 1906.

Rev. W. J. Murphy, Rector of the Ottawa University, appointed as that body's representative on the Advisory Council of Education. Approved 7th December, 1906.

Regulations respecting Public Libraries, Reading Rooms, and Traveling Libraries approved 14th December, 1906.

Miss Esther L. Ryan, B.A., McGill University, granted an Interim Second Class certificate. Approved 14th December, 1906.

Miss Alice Gertrude Steen, B.A., McGill University, granted an Interim Second Class certificate. Approved 14th December, 1906.

APPENDIX H.—PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF T. W. H. LEAVITT, INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES RECEIVING A SHARE OF THE LEGISLATIVE GRANT, IN THE PROVINCE OF ONTARIO, FOR THE YEAR ENDING 31ST DECEMBER, 1905.

To the Hon. R. A. Pyne, M.D., LL.D., Minister of Education for the Province of Ontario.

I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ending 31st December, 1905.

The following Libraries were incorporated during the year:—

Bath, Corkery, Fort William, Grafton, *Tweed.

The following Libraries were closed:—

Aberarder (books transferred to S. S. No. 15, Plympton), Hillsburg (books sold to pay liabilities), Inkerman (books transferred to S. S. No. 6, Mountain), Kearney (books transferred to Public School Trustees), Keswick (library closed), Morewood (books in care of Public School Trustees), Port Burwell (books transferred to S. S. No. 2, Bayham), Wolfe Island (books transferred to the Teachers' Association, County Frontenac).

The following Libraries did not report for the year 1905:—

Algonquin, Angus, Athens, Atwood,* Avonmore,* Baden, Bancroft, Battersea, Bayham, Beeton, Belfountain, Berwick, Binbrook, Bloomfield, Brougham, Bruce Mines, Burford, Burritt's Rapids, Caistorville, Cheltenham, Chepstow, Clarksburg, Claude, Colborne, Cold Springs, Coldstream, Cookstown, Copper Cliff, Crysler, Dalhousie, Dawson, Depot Harbor, Duart, Dufferin, Dundalk, Dundela, Elgin, Emsdale, Enterprise, Fenella, Finch, Flesherton, Floradale, Fordwich, Forks of the Credit, Freelon, Glen Allen, Glencoe, Gore Bay, Gorrie, Goular's Bay, Haileybury, Harrowsmith, Hastings, Havelock, Hepworth, Highgate, Holland Centre, Holyrood, Inglewood, Jasper, Kars, Kearns, Kinburn, Kintore, Lion's Head, Maberley, Maitland, Melancthon, Metcalfe, Molesworth, Mono Centre, Mono Mills, Moose Creek, Munster, Nairn Centre, North Augusta, Oil Springs, Ophir, Pakenham, Palmerston, Pelee Island, Perth, Poland, Port Dover, Powassan, Primrose, Ripley, Rosemont, Schreiber, Severn Bridge, Shallow Lake, Singhampton, Sprucedale, Sundridge, Tamworth, Thornton, Tiverton, Trenton, Tweed, Vandorf, Vars, Violet Hills, Watson's Corners, Webbwood, West Lorne, Westport, Wyoming.

I find that a practice has grown up among small Libraries of not making an Annual Report to this Department when said Libraries are not entitled to a Legislative Grant for the current year. The most effective method for terminating the practice would be to pass a Regulation under which 5 per cent. of

*Re-established.

the first grant payable to a Library, which had previously defaulted, should be deducted from the grant. I recommend that some action be taken which will terminate the abuse.

The following table shows the locality of every Public and Free Library in the Province on the 1st December, 1906:—

FREE AND PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.
-------------------------	-----------------------------

Addington	Camden East.
"	Enterprise.
"	Napanee Mills (Strathcona P. O.)
"	Newburgh.
"	Tamworth.
"	Yarker.
Algoma	Bruce Mines.
"	Chapleau.
"	Goulais Bay.
"	Marksville.
"	Nairn Centre.
"	Ophir.
"	Port Arthur.
"	Rat Portage (Kenora).
"	Sault Ste. Marie.
"	Schrieber.
"	Thessalon.
"	Victoria Mines.
"	Webbwood.
Brant	Brantford.
"	Burford.
"	Glenmorris.
"	New Durham.
"	Paris.
"	Scotland.
"	St. George.
Bruce	Bervie.
"	Cargill.
"	Chepstow.
"	Chesley.
"	Elmwood.
"	Glamis.
"	Hepworth.
"	Holyrood.
"	Kincardine.
"	Lion's Head.
"	Lucknow.
"	Mildmay.
"	Paisley.
"	Pinkerton.
"	Port Elgin.
"	Ripley.
"	Riversdale.
"	Southampton.
"	Teeswater.
"	Tara.
"	Tiverton.
"	Underwood.
"	Walkerton.
"	Westwood.
"	Warton.

Report since received.

Counties and Districts.	Cities, Towns and Villages.
-------------------------	-----------------------------

Carleton	Carp.
"	Corkery.
"	Dawson.
"	Kars.
"	Kinburn.
"	Manotick.
"	Metcalfe.
"	Munster.
"	North Gower.
"	Ottawa.
"	Richmond.
Dufferin	Glen Cross.
"	Grand Valley.
"	Honeywood.
"	Melancthon.
"	Mono Centre.
"	Orangeville.
"	Primrose.
"	Rosemont.
"	Shelburne.
"	Violet Hill.
Dundas	Chesterville.
"	Dundela.
"	Iroquois.
"	Matilda (Iroquois P. O.)
"	Morrisburg.
"	South Mountain.
"	Winchester.
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
Elgin	Aylmer.
"	Bayham.
"	Dutton.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
"	Shedden.
"	Sparta.
"	Springfield.
"	West Lorne.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Pelee Island.
"	Walkerville.
"	Windsor.
Frontenac	Battersea.

FREE AND PUBLIC LIBRARIES,—Continued.

Counties and
Districts. Cities, Towns and Villages.

Frontenac	Garden Island.
"	Harrowsmith.
"	Kingston.
"	Mississippi.
"	Sydenham.
Glengarry	Lancaster.
"	Maxville.
"	Williamstown.
Grenville	Burritt's Rapids.
"	Cardinal.
"	Easton's Corners.
"	Jasper.
"	Kemptville.
"	Maitland.
"	Merrickville.
"	North Augusta.
"	Oxford Mills.
"	Prescott.
"	Spencerville.
Grey	Ayton.
"	Badjeros.
"	Bognor.
"	Chatsworth.
"	Clarksburg.
"	Dromore.
"	Durham.
"	Dundalk.
"	Flesherton.
"	Holland Centre.
"	Holstein.
"	Kemble.
"	Hanover.
"	Lake Charles.
"	Markdale.
"	Meaford.
"	Maxwell and Feversham.
"	Owen Sound.
"	Priceville.
"	Shallow Lake.
"	Singhampton.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Caledonia.
"	Canfield.
"	Cayuga.
"	Cheapside.
"	Dufferin (Clanbrassil
"	Dunnville. [P. O.)
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria (Caledonia P.O.)
"	York.
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.

Counties and
Districts. Cities, Towns and Villages.

Hastings	Bancroft.
"	Belleville.
"	Deseronto.
"	Frankford.
"	Madoc.
"	Marlbank.
"	Stirling.
"	Trenton.
"	Tweed.
Huron	Auburn.
"	Brucefield.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Fordwich.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Molesworth.
"	Seaforth.
"	St. Helen's.
"	Walton.
"	Wingham.
"	Wroxeter.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Dresden.
"	Duart.
"	Highgate.
"	Tilbury.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
"	Wheatley.
Lambton	Arkona.
"	Alvinston.
"	Brigden.
"	Bunyan.
"	Copleston.
"	Forest.
"	Inwood.
"	Oil Springs.
"	Petrolea.
"	Point Edward.
"	Sarnia.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
"	Dalhousie.
"	Elphin.
"	Lanark.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and
Districts. Cities, Towns and Villages.

Lanark.	Maberley.
"	Middleville.
"	Pakenham.
"	Perth.
"	Poland.
"	Smith's Falls.
"	Watson's Corners.
Leeds.	Addison.
"	Athens.
"	Brockville.
"	Elgin.
"	Gananoque.
"	Mallorytown.
"	Newboro'.
"	Westport.
Lennox	Odessa.
"	Bath.
"	Napanee.
Lincoln.	Abingdon.
"	Beamsville.
"	Caistorville.
"	Grantham (St. Catharines
"	Merritton. [P. O.]
"	Grimsby.
"	Niagara.
"	Smithville.
"	St. Catharines.
Manitoulin	Cockburn Island.
"	Gore Bay.
"	Little Current.
"	Manitowaning.
Middlesex.	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Dorchester.
"	Glencoe.
"	Komoka.
"	London.
"	Lucan.
"	Melbourne.
"	Mt. Brydges.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Bayville.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
"	Severn Bridge.
Nipissing	Copper Cliff.
"	Haileybury.
"	Kerns (Milberta P. O.)
"	North Bay.
"	Sturgeon Falls.
"	Thorndoe.
Norfolk.	Bloomsburg.
"	Delhi.

Counties and
Districts. Cities, Towns and Villages.

Norfolk	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Norhumberland	Brighton.
"	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Fenella.
"	Gore's Landing.
"	Grafton.
"	Warkworth.
Ontario.	Beaverton.
"	Brooklin.
"	Brougham.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
"	Zephyr.
Oxford	Beachville.
"	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tillsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Burk's Falls.
"	Callender.
"	Depot Harbor.
"	Emsdale.
"	Parry Sound.
"	Powassan.
"	Rosseau.
"	South River.
"	Sprucedale.
"	Sundridge.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Cheltenham.
"	Claude.
"	Forks of the Credit.
"	Inglewood.

FREE AND PUBLIC LIBRARIES.—Continued.

Counties and
Districts. Cities, Towns and Villages.

Peel	Lorne Park.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Milverton.
"	Monkton.
"	Mitchell.
"	Shakespeare.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Havelock.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Hawkesbury.
"	Vankleek Hill.
Prince Edward	Bloomfield.
"	Picton.
Rainy River	Dryden.
"	Fort Frances.
Renfrew	Admaston.
"	Annprior.
"	Burnstown.
"	Cobden.
"	Douglas.
"	Forester's Falls.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
"	Vars.
Stormont	Avonmore.
"	Berwick.
"	Cornwall.
"	Crysler.
"	Finch.
"	Moose Creek.
"	Newington.
"	Wales.
Simcoe	Alliston.
"	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Hillsdale.
"	Lefroy.
"	Midland.
"	Orillia.
"	Penetanguishene.
"	Stayner.

Counties and
Districts. Cities, Towns and Villages.

Simcoe	Sunnisdale (New Lowell
"	Thornton. [P.O.)
"	Tottenham.
Thunder Bay	Fort William.
Victoria	Bobcaygeon.
"	Cambray.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Norland.
"	Oakwood.
"	Omeme.
"	Woodville.
Waterloo	Ayr.
"	Baden.
"	Berlin.
"	Elmira.
"	Floradale.
"	Galt.
"	Hawkesville.
"	Hespeler.
"	Linwood.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
"	Niagara Falls South.
"	Port Colborne.
"	Ridgeway.
"	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Belwood.
"	Clifford.
"	Drayton.
"	Elora.
"	Erin.
"	Ennotville.
"	Fergus.
"	Glen Allan.
"	Guelph.
"	Harriston.
"	Morrison.
"	Mount Forest.
"	Palmerston.
"	Rockwood.
"	Speedside.
Wentworth	Ancaster.
"	Binbrook.
"	Dundas.

FREE AND PUBLIC LIBRARIES.—*Concluded.*

Counties and
Districts. Cities, Towns and Villages.

WentworthFreelton.
 "Hamilton.
 "Mill Grove.
 "Lynden.
 "Saltfleet (Stony Creek
 "Waterdown. [P. O.)

YorkAurora.
 "Bracondale.
 "Deer Park.
 "Don.
 "East Toronto.
 "Highland Creek.
 "Islington.
 "King.
 "Maple.
 "Markham.
 "Mount Albert.
 "Newmarket.
 "Queensville.
 "Richmond Hill.
 "Scarboro'.

Counties and
Districts. Cities, Towns and Villages.

YorkSchomberg.
 "Stouffville.
 "Thornhill.
 "Toronto.
 "Toronto Junction.
 "Unionville.
 "Vandorf.
 "Weston.
 "Woodbridge.

The above list may be classified as follows:—

Public Libraries reporting	242
Free Libraries reporting	134
Public Libraries not reporting	92
Free Libraries not reporting	16
Public Libraries incorporated since 1st December, 1905.....	4
Totals	488

I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1905. (For details see Table A).

1. Classification of Public Libraries Reporting.

Public Libraries with reading rooms.....	83
Public Libraries without reading rooms.....	159
Total.....	242

2. Public Libraries—Receipts and Balances on Hand.

The total receipts of 242 Public Libraries was.....	\$53,085 17
Balances on hand	5,910 94

3. Public Libraries—Expenditure.

The total expenditure of 242 Public Libraries was.....	\$47,174 23
--	-------------

4. Public Libraries—Assets and Liabilities.

Assets of 242 Public Libraries.....	\$373,468 51
Liabilities of 242 Public Libraries	6,640 91

5. Number of Members in Public Libraries.

242 Public Libraries have 28,748 members.

6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of volumes in 242 Libraries.....	473,160
Number of volumes issued in 242 Libraries.....	673,958

7. Reading Rooms in Public Libraries.

- 83 Public Libraries reported having reading rooms.
- 16 Libraries reported having periodicals for circulation.
- 99 Libraries subscribed for 1,899 newspapers and periodicals.

TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries, (not Free) for the year ending 31st Decemb, 1905.

Number.	Public Libraries.					Receipts.		Expenditure.		Balance on hand.		Number of members.		Number of volumes in library.		Number of volumes issued.		Number of news-papers and periodicals.		Assets.		Liabilities.	
	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1	3 98																			202 36			
2		20 00										112		319		363				660 10		40 00	
3			12 00									102		1,262		650				369 96			
4	11 89		25 64	90 66								111		459		650				360 00			
5	44 22											103		555		428							
6		20 00	22 00	26 87								117		1,476		1,872		11		648 00			
7		25 00	57 40	78								150		2,042		2,935				1,562 25		18 75	
8	78 24	150 00	113 50	26 59								133		3,590		2,891		18		3,966 44			
9	127 72	150 00	103 55	355 00								212		3,592		3,886		20		7,942 53			
10			9 65	30 40								157		702		792		8		404 00			
11	21 96	20 00	31 96	11 34								104		4,414		3,000		12		1,300 00		29 85	
12	53 77	200 00	125 50	115 43								107		2,869		2,656		26		2,251 78			
13		25 00	26 60	52 52								102		1,134		909		8		802 83		110 00	
14		25 00	60 96	13 93								120		657		941				426 13			
15			9 50	10 02								101		*		*				390 00		15 00	
16	55 11	200 00	266 40	147 72								254		4,986		11,629		20		5,102 04		537 35	
17		10 00		2 96								52		353		497				287 00			
18			31 00	213 31								120		999		1,261				689 80			
19	44 13	25 00	57 55	470 06								101		2,990		3,723		7		2,398 79			
20	25 00	90 00	82 65	66 99								185		1,549		1,723		26		1,313 95			
21			18 80	9 82								67		1,207		459				917 58			
22	52 57	20 00	27 80	18 73								103		1,683		2,954				1,393 20		21 97	
23		30 00	12 50	11 57								106		1,581		627				820 00			
24	39 17	140 00	120 40	42 11								151		4,127		5,531		22		2,600 00		70 54	
25				8 93								40		195		160				55 00			
26	18 36	35 00	24 00	37 57								103		1,758		1,550				670 00			
27	48 70	60 00	64 50	71 99								136		2,528		3,607		18		2,207 70		30 00	
28			37 00	10 80								102		1,383		819				910 00			
29	49 27	65 00	65 00	51 84								130		2,465		3,899		20		1,643 02		20 54	
30	11 95	125 00	154 00	205 93								136		3,528		6,332		33		3,650 00		3 35	
31	100 00	25 00	44 65	112 91								205		1,109		4,117				801 90			
32												123		2,467		3,258				1,883 15		32 50	
33	19 28	25 00	64 00	10 10																			

32	Bridgeburg	58 80	60 00	30 75	25 80	175 35	134 50	40 85	113	1,288	2,860	1,146 14	202 97
33	Bridgen	24 90	15 00	29 61	32 25	101 76	101 76	.....	109	954	1,368	556 48	9 51
34	Brooklin	40 07	30 00	32 75	47 47	150 29	144 87	5 42	176	2,332	2,668	1,380 00	.....
35	Brucefield	40 61	25 00	44 70	26 69	137 00	125 07	16 87	170	978	1,954	621 04	.....
36	Bunyan	30 58	5 00	12 00	103 64	151 22	125 07	26 15	146	647	708	482 20	.....
37	Burlington	63 08	75 00	50 50	127 22	315 78	227 74	88 04	111	2,782	4,346	1,999 00	.....
38	Burnstown	23 73	.....	4 86	15 49	44 08	43 89	.....	103	942	699	343 89	.....
39	Callender	.....	.....	12 25	55 14	67 39	67 39	.....	29	422	889	300 00	22 13
40	Cambray	44 57	50 00	14 20	8 87	117 64	116 04	1 60	118	1,138	2,004	815 67	.....
41	Campbellford	46 98	130 00	128 84	80 37	386 19	386 19	.....	183	4,451	5,095	2,525 00	60 85
42	Canfield	13 00	5 00	2 75	34 78	55 53	54 29	1 24	109	777	774	536 15	.....
43	Cannington	34 74	25 00	69 25	46 02	175 01	154 77	20 24	140	2,384	2,454	2,083 76	.....
44	Cargill	118 81	25 00	27 75	114 72	286 28	232 06	54 22	111	2,244	1,997	1,856 66	.....
45	Carp	25 15	15 00	24 10	26 94	91 19	81 97	9 22	108	1,379	1,800	787 48	.....
46	Chapleau	6 00	.....	90 81	1,307 21	1,404 02	1,158 91	245 11	108	1,911	235	4,513 25	1,000 00
47	Chatsworth	35 77	.....	47 00	51 66	134 43	134 43	.....	107	1,416	5,320	1,895 59	.....
48	Cheapside	26 46	.....	19 50	34 70	80 66	86 96	11 70	106	1,637	970	1,186 70	.....
49	Claremont	39 42	40 00	25 70	11 86	116 98	116 98	.....	104	2,662	2,204	2,015 02	7 28
50	Cobourg	142 90	100 00	215 50	62 31	520 71	512 10	8 61	236	4,070	20,704	2,456 61	48 80
51	Cockburn Island	.....	.....	8 00	2 01	10 01	10 01	.....	37	280	455	170 82	127 61
52	Coldwater	15 85	.....	52 25	49 27	117 37	105 17	12 20	105	1,848	2,328	1,374 62	.....
53	Comber	85 51	91 87	51 50	4 63	233 51	208 30	25 21	103	1,979	2,223	1,689 61	.....
54	Copleston	.....	.....	7 85	.....	7 85	7 85	.....	50	1,287	1,175	775 00	.....
55	Deer Park	.....	25 00	60 75	339 90	425 65	403 40	22 25	180	532	212	505 00	113 00
56	Dorchester	41 45	.....	11 60	71 40	124 45	62 21	62 24	131	1,076	905	777 82	.....
57	Douglas	5 48	.....	22 75	2 40	30 63	22 75	7 88	52	1,070	1,089	765 95	.....
58	Dresden	25 58	60 00	26 50	15 58	127 66	127 50	16 40	40	1,777	*	1,240 94	1 50
59	Drumbo	58 56	5 00	59 00	33 45	186 01	167 28	18 73	101	1,336	2,471	820 00	.....
60	Dromore	.....	.....	10 50	4 40	14 90	14 90	.....	33	577	273	289 59	.....
61	Dryden	.....	.....	37 00	82 17	119 17	874	91 42	65	874	2,500	1,035 00	.....
62	Dundas	124 92	350 00	192 75	191 34	859 01	855 33	3 68	217	8,025	8,053	6,613 00	.....
63	Dungannon	.....	35 00	56 30	8 00	99 30	90 43	8 87	110	1,871	1,769	405 00	.....
64	Dunnsville	49 95	100 00	52 00	53 32	255 27	201 42	53 85	127	2,876	6,363	2,103 85	.....
65	Durham	30 99	100 00	61 92	107 96	300 87	258 86	42 01	114	3,831	4,026	3,800 00	.....
66	Easton's Corners	.....	.....	15 00	72 31	87 31	66 25	21 06	105	1,157	766	757 26	.....
67	East Toronto	100 00	100 00	29 00	12 80	241 85	63 75	.....	104	827	1,701	623 14	.....
68	Elmvale	25 00	.....	36 45	2 85	64 25	93 05	50	117	1,821	2,658	1,000 00	30 45
69	Elmwood	31 22	15 00	13 32	43 69	103 23	480 48	10 18	136	809	1,132	462 96	.....
70	Elora	83 29	94 46	145 30	203 93	526 98	470	46 50	151	9,562	6,349	7,550 00	.....
71	Elphin	.....	.....	4 70	4 70	4 70	4 70	.....	40	355	200	200 00	.....
72	Embro	59 22	35 00	74 25	75 46	243 93	222 11	21 82	106	5,513	5,343	4,464 69	.....
73	Ennortville	60 00	25 00	15 00	89 74	189 74	165 70	24 04	260	766	9	2,820 00	.....
74	Essex	58 60	175 00	70 50	76 40	380 50	347 40	33 10	140	2,980	3,005	2,706 50	.....
75	Ethel	.....	20 00	14 00	30 18	64 18	56 75	7 43	101	1,511	1,612	900 00	30 00

* Not reported.

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—Continued.

Number.	Public Libraries.	Receipts.					Expenditure.	Balance on hand.		Number of members.	Number of volumes in library.	Number of volumes issued.	Number of news-papers and periodicals.	Assets.		Liabilities.		
		Legislative grants.	Municipal grants.	Members' fees.		Balances and other sources.								Total receipts.		Assets.	Liabilities.	
				\$	c.	\$								c.	\$			c.	$	c.
76	Fenelon Falls.....	50 24	125 00	100 50	231 42	507 16	475 78	31 38	107	3,868	3,487	30	2,740 00	25 00				
77	Fergus.....	60 54	75 00	70 50	28 24	234 28	224 28	10 00	113	5,262	3,299	15	6,124 00	10 05				
78	Fonthill.....	44 74	50 00	28 25	53 12	176 11	136 02	40 09	124	2,743	2,396	12	2,620 07					
79	Forester's Falls.....	25 00	15 00	31 88	29 29	101 17	100 72	45	201	667	2,404		351 50					
80	Fort Erie.....	39 42	35 00	17 00	20 00	111 42	107 70	3 72	101	2,901	3,484		1,775 00	4 17				
81	Fort Frances.....	36 42		39 50	140 52	216 44	164 04	52 40	105	1,339	2,514	9	1,154 62					
82	Frankford.....		100 00	114 00	60 80	274 80	231 20	43 60	114	223	847	14	149 10					
83	Gananoque.....	122 38	250 00	205 00	199 78	777 16	777 16		203	3,833	10,010	21	2,768 78	73 61				
84	Glanis.....		15 00	8 00	40 00	63 00	62 65	35	32	677	976		422 50	35 00				
85	Glen Cross.....	75		2 75	22 71	26 21	23 81	2 40	11	193								
86	Glennorris.....	73 69	50 00	29 30	7 60	160 59	128 15	32 44	104	2,535	1,002	11	2,029 50					
87	Gore's Landing.....	25 21		55 03	61 15	141 39	139 81	1 58	114	1,045	939		971 55					
88	Haliburton.....	34 10	25 00	26 50	38 35	123 95	102 76	21 19	106	690	1,767		467 00	46 09				
89	Hanover.....	17 37	50 00	16 90	4 26	88 53	76 63	11 90	144	934	1,349		686 72	3 75				
90	Harrington.....	15 00		25 50	44 02	84 52	81 07	3 45	102	954	2,394		300 00					
91	Harrow.....	7 44	75 00	29 00	40 00	151 44	124 00	27 44	60	1,077	2,335	18	523 50					
92	Hawkesburg.....	95 28		4 25	82 80	182 33	139 25	43 08	134	522	2,002		275 08	72 00				
93	Hawkesville.....								80									
94	Highland Creek.....			34 25	53 13	87 38	85 64	1 74	108	1,521	927		1,290 84					
95	Hillsdale.....	50 00		73 95	40 44	164 39	132 26	32 13	111	909	2,317		495 09					
96	Holstein.....	50 03		36 50	189 18	275 71	199 01	76 70	155	1,035	2,915		712 54					
97	Honeywood.....	25 94		27 25	113 07	166 26	114 25	52 01	108	487	907	10	210 00					
98	Huntsville.....	72 60	175 00	66 00	11 70	325 30	321 34	3 96	113	3,274	6,222	16	2,380 00					
99	Inwood.....		10 00	22 75	79 36	112 11	108 52	3 59	70	514	916		344 93	25 50				
100	Islington.....	42 17	20 00	41 30	4 53	108 00	107 62	38	132	1,830	2,205	9	1,007 00	172 00				
101	Jarvis.....	28 58		98 00	88 29	214 87	213 42	1 45	110	3,184	2,076	17	1,550 00					
102	Kemble.....			16 80	50 40	67 20	62 64	4 56	104	1,004	754		695 60	20 00				
103	King.....			16 50	10 00	26 50	10 00	16 50	61	1,544	2,572		*					
104	Kingston.....	115 12	400 00	304 10	23 52	842 74	831 65	11 09	259	5,906	27,921	43	6,380 00					
105	Kinnmount.....	38 34	50 00	33 75	83 61	205 70	201 82	3 88	105	1,769	2,973		1,329 05	25 00				
106	Kirkfield.....	80 45	50 00	32 00	35 12	197 57	192 92	4 65	124	1,658	971		1,017 50	10 40				

107	Komoka.....	39 00	10 00	70 00	9 29	128 29	127 69	60	103	414	644	240 00
108	Lake Charles.....	19 00	20 00	25 00	5 50	49 50	28 00	21 50	100	2,088	1,818	1,460 80
109	Lefroy.....	33 85	20 00	22 00	74 47	150 32	135 96	14 36	127	698	2,020	375 00
110	Linwood.....	52 10	50 00	29 55	61 01	71 01	43 28	27 73	25	709	400	790 00
111	Little Britain.....	25 58	10 00	12 42	44 51	173 16	173 16	11 00	152	2,172	2,295	1,861 49
112	Lorne Park.....	61 11	50 00	16 45	21 59	44 01	33 01	9 02	32	483	232	306 00
113	Lucan.....	25 58	50 00	17 00	20 17	92 03	62 10	29 93	83	2,126	750	1,100 00
114	Lyden.....	7 50	15 00	69 85	150 25	33 21	55 65	4 02	79	1,390	1,242	715 89
115	Madoc.....	61 11	50 00	27 75	6 46	34 21	33 21	34 21	105	2,064	5,454	1,465 00
116	Mallorytown.....	59 88	50 00	17 10	87 10	214 08	198 83	15 25	106	2,796	1,615	1,025 44
117	Manilla.....	1 25	25 00	21 50	300 00	300 00	89 80	300 00	112	1,830	2,341	2,103 00
118	**Manitowaning.....	28 35	25 00	19 25	67 05	89 80	89 80	15 18	115	791	1,810	300 00
119	Manotick.....	40 87	25 00	55 00	58 23	130 83	115 65	106 35	115	3,223	1,810	1,230 89
120	Maple.....	20 00	25 00	21 39	267 35	363 22	256 87	2 61	102	871	4,618	559 75
121	Markham.....	20 00	25 00	2 35	42 76	66 39	66 39	2 61	65	387	1,244	5,556 35
122	Marksville.....	74 15	10 00	85 00	32 40	201 55	42 50	2 61	70	383	575	885 46
123	Maxwell and Fever-	68 90	125 00	137 75	117 99	201 55	201 55	2 61	70	383	*	258 00
124	sham.....	127	45 00	19 80	23 45	88 25	87 52	11 87	118	2,163	4,387	890 00
125	Mesford.....	12 57	25 00	6 50	26 32	45 39	28 19	17 20	124	558	25	2,150 00
126	Melbourne.....	28 08	25 00	22 75	114 44	178 77	158 74	20 03	123	3,563	3,000	600 00
127	Middleville.....	28 06	25 00	24 10	13 19	89 00	88 71	29 10	101	1,311	1,122	325 00
128	Mildmay.....	5 82	20 00	32 80	58 62	55 72	55 72	2 90	106	1,521	1,965	860 00
129	Millgrove.....	19 24	20 00	33 25	77 49	77 22	77 22	27	103	1,757	2,749	400 00
130	Milton.....	74 89	75 00	154 90	103 53	408 32	408 32	1 62	121	2,851	3,973	1,025 00
131	Mississippi.....	10 89	25 00	33 25	12 99	57 13	55 51	13 33	104	1,295	1,705	1,425 00
132	Monkton.....	45 40	20 00	17 70	23 45	61 15	26 02	13 33	104	868	1,954	774 75
133	Monro Road.....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	635 08
134	Morrisburg.....	10 89	25 00	17 70	23 45	61 15	26 02	13 33	91	851	1,954	556 56
135	Morrison.....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
136	Mount Albert.....	45 40	20 00	17 70	23 45	61 15	26 02	13 33	91	851	1,954	556 56
137	Mount Brydges.....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
138	Mount Forest.....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
139	Nanticoke.....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
140	Napanee.....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
141	Napanee Mills (Strath-	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
142	cona).....	19 24	20 00	33 25	25 00	77 49	61 15	13 33	91	851	1,954	556 56
143	Newboro.....	30 25	40 00	44 00	10 40	124 65	116 90	7 75	100	1,964	1,263	1,928 44
144	Newburgh.....	30 25	40 00	44 00	10 40	124 65	116 90	7 75	100	1,964	1,263	329 22
145	Newbury.....	30 25	40 00	44 00	10 40	124 65	116 90	7 75	100	1,964	1,263	25 00
146	New Dundee.....	30 25	40 00	44 00	10 40	124 65	116 90	7 75	100	1,964	1,263	131 75
147	New Durham.....	30 25	40 00	44 00	10 40	124 65	116 90	7 75	100	1,964	1,263	337 00

* Not reported. † Two years' report. ** Books destroyed by fire, 10th April 1905.

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—Continued.

Number.	Public Libraries.	Receipts.				Balances and other sources.		Total receipts.		Expenditure.		Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.	
		Legislative grants.	Municipal grants.	Members' fees.	\$												c.	\$	c.	\$
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$
148	New Hamburg	.....	.....	90 00	58 50	179 55	31 05	179 55	179 55	116	3,135	4,016	.....	.....	2,022 13	46 00	.....	.....	.....	.....
149	Niagara	.....	.....	75 00	121 89	341 52	58 79	341 52	341 52	123	6,110	10,589	28	.....	5,514 00	11 94	.....	.....	.....	.....
150	Norland	.....	.....	60 00	14 25	74 25	.....	74 25	69 25	37	561	513	.....	.....	445 40	113 02	.....	.....	.....	.....
151	North Gower	.....	.....	.....	35 00	112 58	52 58	112 58	106 09	102	2,022	2,240	.....	.....	755 00	.....	.....	.....	.....	.....
152	Norwich	.....	.....	50 00	76 00	221 47	25 44	221 47	220 41	107	2,060	3,305	17	.....	1,340 00	.....	.....	.....	.....	.....
153	Norwood	.....	.....	50 00	47 90	164 97	47 32	164 97	159 72	175	2,357	1,819	13	.....	1,426 81	.....	.....	.....	.....	.....
154	Oakville	.....	.....	100 00	80 00	261 87	28 60	261 87	260 96	91	3,660	2,760	11	.....	2,914 20	.....	.....	.....	.....	.....
155	Oakwood	.....	.....	50 00	33 45	216 70	95 43	216 70	216 70	103	1,637	1,579	22	.....	2,019 84	10 18	.....	.....	.....	.....
156	Odessa	.....	.....	.....	25 83	202 33	147 00	202 33	202 33	118	1,094	2,469	13	.....	528 00	1 81	.....	.....	.....	.....
157	Omenece	.....	.....	100 00	43 00	226 82	48 98	226 82	226 82	102	847	1,149	19	.....	637 00	.....	.....	.....	.....	.....
158	Orillia	.....	.....	200 00	278 75	629 16	41 12	630 45	629 16	291	4,618	9,122	23	.....	4,600 00	165 00	.....	.....	.....	.....
159	Orono	.....	.....	.....	24 30	128 37	77 03	128 37	100 61	100	1,343	1,952	.....	.....	1,135 54	65 00	.....	.....	.....	.....
160	Owen Sound	.....	.....	100 00	220 70	409 36	26 20	409 36	409 36	221	6,112	9,384	29	.....	5,000 00	.....	.....	.....	.....	.....
161	Oxford Mills	.....	.....	.....	29 75	105 21	75 46	105 21	105 21	122	1,485	1,874	.....	.....	1,028 24	.....	.....	.....	.....	.....
162	Peterborough	.....	.....	.....	541 35	1,432 74	701 00	1,432 74	1,136 09	401	10,393	13,945	88	.....	12,636 74	240 00	.....	.....	.....	.....
163	Petrolia	.....	.....	.....	68 40	101 55	2 06	101 55	93 20	110	1,024	2,812	.....	.....	774 00	51 00	.....	.....	.....	.....
164	Pickering	.....	.....	40 00	29 95	130 90	28 76	130 90	94 47	36 43	1,714	2,295	19	.....	1,086 48	25 00	.....	.....	.....	.....
165	Pinkerton	.....	.....	30 00	20 00	83 83	28 85	83 83	61 36	22 47	1,646	1,541	.....	.....	1,170 21	.....	.....	.....	.....	.....
166	Plattsville	.....	.....	10 00	38 85	126 02	55 80	126 02	125 47	55	1,318	3,120	.....	.....	890 00	.....	.....	.....	.....	.....
167	Point Edward	.....	.....	.....	92 50	184 24	16 74	184 24	105 70	78 54	3,006	2,881	.....	.....	4,075 29	.....	.....	.....	.....	.....
168	Port Arthur	.....	.....	786 47	172 75	1,176 92	80 97	1,176 92	1,145 03	31 89	2,674	6,915	24	.....	3,468 18	.....	.....	.....	.....	.....
169	Port Credit	.....	.....	20 00	23 00	78 53	4 18	78 53	72 46	6 07	1,801	1,517	.....	.....	1,166 12	.....	.....	.....	.....	.....
170	Port Elgin	.....	.....	40 00	27 50	105 11	9 04	105 11	95 35	10 76	3,150	3,459	18	.....	2,015 00	.....	.....	.....	.....	.....
171	Port Hope	.....	.....	75 00	325 00	740 08	274 01	740 08	687 46	52 62	1,608	9,929	39	.....	3,600 00	.....	.....	.....	.....	.....
172	Port Perry	.....	.....	105 00	100 50	363 93	130 70	363 93	363 93	150	2,237	3,899	34	.....	1,700 00	17 78	.....	.....	.....	.....
173	Port Stanley	.....	.....	25 00	36 00	86 65	1 91	86 65	85 66	99	1,312	1,886	.....	.....	1,000 00	.....	.....	.....	.....	.....
174	Priceville	.....	.....	.....	9 00	12 07	3 07	12 07	5 00	7 07	335	580	.....	.....	207 79	57 81	.....	.....	.....	.....
175	Princeton	.....	.....	10 00	34 55	92 55	48 00	92 55	74 04	18 51	2,052	1,670	.....	.....	1,380 00	.....	.....	.....	.....	.....
176	Queensville	.....	.....	50 00	59 50	191 05	54 25	191 05	191 05	5	2,041	3,237	.....	.....	1,322 97	4 03	.....	.....	.....	.....
177	Rat Portage (Kenora)	.....	.....	500 00	158 00	3,071 40	2,300 18	3,071 40	2,979 47	91 93	4,291	8,444	27	.....	3,282 35	586 90	.....	.....	.....	.....
178	Richmond	.....	.....	.....	44 00	76 87	4 05	76 87	75 95	92	1,540	1,515	.....	.....	1,159 31	5 00	.....	.....	.....	.....

179	Ridgetown.....	76 52	40 00	111 50	101 45	329 47	325 92	2 55	151	4,026	4,206	31	4,775 00
180	Riversdale.....	19 81	25 00	6 50	9 00	60 31	54 86	5 45	122	1,070	952	17	744 1
181	Rockwood.....	14 33		53 75	122 61	190 69	176 06	14 63	114	1,621	1,963		580 00
182	Rodney.....		45 00	24 50	25 73	95 23	92 91	2 32	147	1,194	1,777		1,151 79
183	Romney.....	36 31		30 60	37 96	144 87	129 01	15 86	103	2,633	2,104		2,048 18
184	Rosseau.....		10 00	13 60	19 54	43 14	43 14		60	549	405		232 50
185	Russell.....	63 01		65 60	122 70	251 31	250 27	1 04	120	1,783	1,838	27	2,812 33
186	S a l f l e e t (Stoney Creek, P. O.).....	100 13	50 00	33 25	12 49	195 87	156 21	39 66	125	1,208	2,272		1,121 07
187	Sault Ste. Marie.....	140 60	480 00	134 75	165 79	921 14	831 66	89 48	539	2,808	16,293	26	1,137 00
188	Scarboro'.....	73 80		78 97	21 98	174 75	163 31	11 44	102	5,726	2,839	7	4,153 81
189	Scromberg.....			100 00		100 00	100 00		110	108	56		115 00
190	Scotland.....	47 65		51 55	81 31	180 51	148 66	31 85	127	1,381	2,466	20	1,005 23
191	Shakespeare.....			25 00	76 08	101 08	82 57	18 51	50	1,589	1,846	5	1,042 60
192	Shedden.....	29 19		55 40	71 67	156 26	140 99	15 27	105	1,458	1,779		765 64
193	Smithville.....	49 29	40 00	40 50	53 92	183 71	183 71		136	909	2,640		815 00
194	Southampton.....	39 92	20 00	50 50	73 58	184 00	127 50	56 50	138	4,747	2,528	11	3,744 35
195	SouthMountain.....			73 00	91 52	164 52	160 99	3 53	134	221	776		151 99
196	South River.....			24 05	93 33	117 38	40 50	76 88	101	960	1,196		675 40
197	Sparta.....	40 21		29 50	97 48	167 19	126 28	40 91	102	2,516	2,681		1,956 96
198	Speedside.....	49 86	20 00	25 65	78 34	173 85	149 60	24 25	121	355	1,199		251 79
199	Spencerville.....			7 25		7 25	7 25		130	621	799		300 00
200	Springfield.....			10 00	21 25	31 25	1 23	30 02	35	1,620	1,116		1,055 02
201	Stirling.....	25 07	40 00	63 50	8 05	136 62	135 33	1 29	100	709	2,405		421 47
202	Strathroy.....	144 30	75 00	162 50	412 70	794 50	794 50		288	6,554	23,737	26	5,925 00
203	Sturgeon Falls.....			106 00	217 00	323 00	311 51	11 49	106	303	1,396		172 75
204	St. George.....	33 32	50 00	70 30	347 06	500 68	462 66	38 02	134	4,822	4,472	10	5,541 28
205	St. Helen's.....	20 39	35 00	14 25	17 28	86 92	77 61	9 31	105	1,789	991		1,340 00
206	Sunderland.....	73 64	55 00	13 75	77 72	220 11	220 11		111	2,073	1,233	25	1,596 00
207	Sunnidale (New Lowell).....		15 00	28 00	71 98	114 98	113 10	1 88	112	862	898		573 00
208	Sydenham.....	78 35	25 00	23 35	117 51	244 21	244 08	13	147	781	4,808	18	395 00
209	Tavistock.....	135 71		85 50	440 66	661 87	425 85	236 02	115	3,657	5,709	23	2,042 45
210	Teeswater.....	41 38	50 00	95 20	428 62	615 20	362 12	253 08	194	4,418	4,448	21	2,250 00
211	Thamesford.....	29 79	25 00	49 40	48 89	153 08	152 47	61	126	1,880	1,892	14	1,448 92
212	Thamesville.....	38 64	150 00	101 50	214 69	504 83	421 36	83 47	109	3,608	3,226	16	3,195 00
213	Thedford.....	53 00		51 00	10 95	114 95	114 95		102	2,310	4,733		1,195 00
214	Thornbury.....	21 45	25 00	23 75	26 16	96 36	70 06	26 30	120	1,339	2,873		505 00
215	Tilbury.....	17 90	100 00	67 00	35 39	220 29	220 29		105	3,038	3,630	15	1,531 89
216	Tillsonburg.....	63 54	150 00	117 50	127 72	458 76	433 60	25 16	122	2,925	5,860	19	2,000 00
217	Toronto Junction.....	91 67	350 00	154 50	225 44	821 61	616 17	205 44	200	3,800	5,392	36	2,800 00
218	Trout Creek.....			9 75		9 75	9 75		24	1,319	318		1,018 84
219	Unionville.....	40 01	35 00	32 00	8 27	115 28	114 59	69	128	2,788	2,803		1,158 46
220	Unionville.....	38 74	30 00	28 03	40 07	136 84	131 40	5 44	102	2,804	2,365		578 22
221	Vankleek Hill.....	22 92		51 50	100 51	174 93	153 35	21 58	103	1,236	2,072	1	1,115 74

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—*Concluded.*

Number.	Public Libraries.	Receipts.				Expenditure.		Balance on hand.		Number of members.		Number of volumes in library.		Number of volumes issued.		Number of newspapers and periodicals.		Assets.		Liabilities.	
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.		\$	c.	\$	c.							\$	c.	\$	c.
222	Victoria (Caledonia) .	49 79		13 00	7 73	70 52		15 00	55 52	104		2,585		1,132				1,868	67		
223	Victoria Mines .	36 85	45 00	57 00	30	139 15		123 33	15 82	104		401		844				263	62		
224	Wales .			51 00	5 75	56 75		56 75		124		1,252		2,848				864	77	5	75
225	Walkerton .	53 22	220 00	99 60	96 78	469 60		458 23		119		3,124		4,560		18		2,030	10	50	00
226	Walton .	8 50	25 00	21 75	14	55 39		45 70		105		1,131		2,556		12		371	00	107	00
227	Wardsville .		30 00	14 40	27 21	71 61		64 51	7 10	78		1,394		892				925	00		
228	Warkworth .	44 08	35 00	55 20	54 38	188 66		141 97	46 69	103		1,127		757		20		720	00	177	66
229	Waterdown .	3 75	30 00	17 25	50 59	101 59		94 98	6 61	116		1,518		2,461				467	24		
230	Welland .	81 92	150 00	77 25	62 56	371 73		303 41	68 32	173		4,028		5,013		34		4,670	11		
231	Wellesley .	49 52		31 00	98 27	178 79		172 53	6 26	124		1,705		2,957				1,212	74		
232	Weston .	34 02	60 00	51 25	158 25	303 52		250 64	52 88	127		3,428		4,736		28		2,400	00	25	
233	Wheatley .	11 69	80 00	11 50	26 34	129 53		129 53		114		1,692		3,876				1,125	00	24	00
234	Whitby .	56 49	25 00	78 00	118 08	277 57		269 48	8 09	150		3,407		5,228				2,150	00		
235	Williamstown .	32 03	35 00	26 75	54 08	147 86		104 20	43 66	106		1,760		2,131				1,506	79	55	00
236	Winchester .	36 55	100 00	61 00	108 90	306 45		306 45		247		737		2,846		16		800	00	17	50
237	***Wolfe Island .			3 40	2 24	5 64		5 00	64	32		337		126				220	00		
238	Woodbridge .	30 38		25 00	63 41	118 79		97 59	21 20	120		1,957		1,317		14		1,731	65		
239	Woodville .	30 89	75 00	85 90	31 47	223 26		184 49	38 77	124		2,368		2,430		20		1,225	00		
240	Yarker .		100 00	5 50	22 62	128 12		110 13	17 99	60		522		592				202	83		
241	York .		35 00	13 00	130 20	178 20		178 20		128		997						637	00	20	82
242	Zephyr .		25 00	12 00	45 90	82 90		82 20	70	121		1,330		766				706	71	70	18
	Total .	8,354 22	11,537 80	12,852 88	20,340 27	53,085 17		47,174 23	5,910 94	28,748		473,160		673,958		1,899		373,468	51	6,640	91

*** Closed, Books transferred to Teachers' Institute, County Frontenac.

II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the annual reports for the year ending 31st December, 1905. (For details see Table B).

1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms	91
Free Libraries, without reading rooms	43
Total	134

2. Free Libraries—Receipts and Balances on Hand.

The total receipts of 134 Free Libraries was.....	\$174,323 66
Balances on hand	22,819 34

3. Free Libraries—Expenditure.

The total expenditure of 134 Free Libraries was.....	\$151,504 32
--	--------------

4. Free Libraries—Assets and Liabilities.

Assets of 134 Free Libraries	\$1,223,171 89
Liabilities of 134 Free Libraries	129,626 19

5. Number of Readers in Free Libraries.

134 Free Libraries report having had 124,159 readers.

6. No. of Volumes in Free Libraries, and No. of Volumes Issued.

Number of volumes in 134 Free Libraries	684,539
Number of volumes issued in 134 Free Libraries.....	1,807,122

7. Reading Rooms in Free Libraries.

- 91 Free Libraries reported having reading rooms.
- 96 Free Libraries subscribed for 4,319 newspapers and periodicals.

TABLE B.—Receipts, Expenditure, Assets and Liabilities of Public Libraries (Free) for the year ending 31st December, 1905.

Number.	Free Libraries.	Receipts.				Expenditure.			Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	No. of newspapers and periodicals.	Assets.	Liabilities.
		Legisla- tive grants.	Munici- pal grants.	Mem- bers' fees.	Balances and other sources.	Total receipts.	\$	c.							
1	Acton	48 15	150 00		64 32	262 47	247	67	14 80	276	2,238	2,985		2,364 04	
2	Ailsa Craig	70 16	100 00	5 60	98 24	274 00	192	81	81 19	150	2,656	3,314		2,000 00	
3	Alton	15 51	15 00	11 45	164 10	206 06	196	41	9 65	198	4,625	3,957		4,724 63	
4	Alvington			17 45	702 56	720 01	698	06	21 95	95	1,724	1,739		1,200 00	180 35
5	Arnprior				56 55	201 28	126	27	75 01	192	2,561	4,039		1,475 01	
6	Aurora	44 73	100 00		283 76	391 14	319	54	71 60	320	2,896	5,490	13	3,911 60	1,091 25
7	Aylmer	114 47	325 00	30 40	85 92	555 79	544	78	11 01	572	4,493	12,064	32	4,000 00	
8	Ayr	44 59	150 00	6 35	251 03	251 03	246	01	5 02	315	3,286	5,391	29	1,800 00	3 75
9	Belleville	214 54	1,000 00		330 76	1,545 30	1,522	10	23 20	1,970	6,185	33,797	52	5,200 00	56 00
10	Berlin	250 00	1,968 18		172 88	2,391 06	2,391	06		800	7,918	11,386	72	7,942 84	105 88
11	Bothwell	86 90	125 00		58 06	269 96	215	45	54 51	190	2,408	4,713		1,550 00	
12	Bracebridge	160 56	583 86	27 85	190 15	962 42	752	00	210 42	500	3,484	9,751	25	3,900 89	
13	Brampton	138 09	550 00	2 00	140 51	830 60	809	24	21 36	459	4,719	13,945	23	3,200 00	
14	Brantford	250 00	3,710 00	19 00	656 52	4,635 52	2,72	53		3,508	20,395	94,655	121	572 00 00	244 42
15	Brighton	115 24	195 00		19 26	329 50	272	53	56 97	260	3,241	5,335	23	1,656 97	
16	Brockville	250 00	1,200 00	26 50	253 10	1,729 60	1,633	95	95 65	2,863	10,772	42,022	59	22,500 00	81 25
17	Brussels	68 92	168 00	62 25	56 20	355 37	335	88	19 49	242	3,258	3,868	24	2,000 00	
18	Burks Falls	107 93	200 00		88 26	396 19	389	01	7 18	374	2,113	4,183	20	1,232 18	
19	Caledon	14 67	15 00	102	111 76	141 43	131	81	9 62	102	3,295	1,784	8	2,719 22	
20	Caledonia	76 57	50 00		189 22	315 79	242	60	73 19	265	3,644	5,679		1,775 95	
21	Camden East	37 01	90 00		2 50	129 91	129	91		240	1,980	2,039	16	1,101 57	177 79
22	Cardinal	18 08	150 00	1 00	70 61	239 69	192	11	47 58	175	4,851	3,076	26	1,100 00	
23	Carleton Place	112 95	250 00		352 82	715 77	458	80	256 97	381	4,440	8,362	21	2,000 00	
24	Cayuga	10 16	106 21			123 67	113	51	10 16	100	1,801	2,060		1,040 00	
25	Chatham	180 54	1,220 02	7 30	419 50	1,820 06	1,820	06		940	6,713	21,773	39	25,575 02	15 00
26	Chesley	76 28	220 00	3 00	167 75	467 03	361	49	105 54	320	2,064	11,112	21	930 00	
27	Chesterville	86 49	100 00		77 68	264 17	264	17		327	1,750	5,916		1,544 39	14 87
28	Clifford	56 10	100 00	16 10	47 21	219 41	219	41		249	3,906	2,281		2,065 02	34 27
29	Clinton	153 86	165 00		459 10	777 96	719	02	58 94	671	5,276	13,169	45	14,078 31	
30	Cobden	27 50	50 00	5 10	17 55	100 15	56	31	43 84	195	790	1,122		699 85	23 00
31	Collingwood	96 08	1,450 00		2,155 18	3,701 26	3,629	89	71 37	669	5,432	12,816	45	22,541 93	99 80
32	Cornwall	76 83	500 00	33 00	140 53	750 36	750	36		860	3,717	14,045	44	10,900 00	77 93
33	Creemore	25 05	25 00		6 64	56 69	49	68	7 01	100	1,383	1,370		560 03	
34	Deseronto	131 28	600 00		105 31	836 59	776	74	59 85	929	4,670	33,231	44	2,833 91	

35 Delhi	35 07	160 00		57 83	252 90	235 42	17 48	252	1,877	3,318	17	450 00
36 Don	28 50	25 00	5 75	49 78	109 03	100 77	8 26	116	1,187	632		825 16
37 Drayton	17 63	170 00	5 50	88 00	241 13	247 28	33 85	*	3,108	3,577	15	1,364 00
38 Dutton	24 71	200 00	25 03	24	289 98	227 18	22 80	143	1,922	2,383		1,536 09
39 Elmira	20 71	231 66		158 10	410 47	394 58	15 89	159	2,421	2,614	18	2,065 00
40 Erin	25 40	65 00		17 01	107 41	93 96	13 45	150	2,095	3,664		1,514 88
41 Exeter	68 43	115 00	27 00	48 57	259 00	235 16	23 84	518	4,691	10,220	22	2,565 00
42 Forest	84 78	250 00		140 56	475 34	407 41	67 93	487	3,906	9,693	18	3,340 00
43 Galt	250 00	1,800 00		636 59	2,686 59	662 10		1,382	6,398	20,552	65	33,200 00
44 Garden Island	131 81	250 00	49 10	231 19	662 10	320 60		135	6,141	18,663	34	3,894 26
45 Georgetown	75 56	200 00	7 75	147 05	430 36	320 60	109 76	250	3,100	9,352	30	2,225 00
46 Goderich	106 44	690 00		316 84	1,113 28	938 05	175 23	702	4,327	12,214	48	11,650 00
47 Grand Valley	46 07	244 65		22 71	313 43	256 00	57 43	218	2,691	3,324	19	1,600 00
48 Grantham (St. Catharines)	63 46	75 00		66 46	204 92	154 41	50 51	275	2,490	2,635		1,645 00
49 Gravenhurst		100 00		125 67	225 67	197 16	28 51	437	2,749	6,957		1,251 51
50 Grimsby	97 12	335 00		54 23	486 35	464 31	22 04	750	4,862	16,369	30	3,922 04
51 Guelph	250 00	2,060 00		81 15	2,391 15	2,391 15		1,417	10,102	54,725	54	36,000 00
52 Hagersville	18 42	121 92	9 40		149 74	136 80	12 94	200	2,111	3,415	14	1,524 00
53 Hamilton	250 00	14,400 00		1,161 83	15,811 83	15,811 83		15,152	28,469	153,303	165	74,140 00
54 Harrison	97 50	223 00	5 75	46 86	373 11	326 69	46 42	445	4,585	7,688	27	3,075 00
55 Hensall		79 89	40 95	40 97	167 81	143 30	24 51	133	1,516	2,962		1,199 36
56 Hespeler	90 18	240 00		130 86	511 04	424 48	86 56	385	3,631	9,218	29	2,750 00
57 Ingersoll	115 30	575 00	1 50	98 26	790 06	706 95	83 11	800	4,680	15,726	26	2,300 00
58 Iroquois	23 63	150 00		85 74	259 37	220 46	38 91	203	2,060	5,491	23	1,300 00
59 Kemptonville	67 08	290 00		308 52	665 60	519 87	145 73	382	1,663	7,768	23	1,489 23
60 Kincardine	57 24	642 25	4 17	171 36	895 02	850 95	44 07	363	3,546	7,934	48	2,705 00
61 Kingsville	124 74	300 00		94 96	519 70	421 75	97 95	237	2,147	4,868	28	1,694 95
62 Lakefield	54 66	100 00	2 00	25 17	181 83	181 25	58	122	1,394	2,106	20	650 00
63 Lanark		100 00		43 94	143 94	50 95	92 99	189	1,726	2,687		1,225 00
64 Lancaster	151 72	53 96		223 38	429 06	423 79	5 27	240	3,498	2,721	14	5,129 25
65 Leamington	77 22	300 00		121 14	498 36	489 68	8 68	350	2,193	6,287	23	1,700 00
66 Lindsay	247 05	1,011 35	19 86	127 38	1,405 64	1,405 64		761	4,809	21,295	55	17,256 02
67 Listowel	101 41	500 00	48 35	120 38	700 52	700 52		800	3,462	9,245	14	1,575 00
68 Little Current	13 73	50 00		21 45	85 18	75 29	9 89	220	1,559	3,322		805 00
69 London	250 00	8,777 00		667 18	9,694 18	8,623 22	1,070 96	3,000	18,465	69,670	144	50,659 00
70 Lucknow	20 98	140 00	29 85	17 10	207 93	175 71	32 22	269	3,084	3,137	18	1,650 00
71 Markdale	87 86	120 00		20 00	227 86	225 76	2 10	146	2,960	3,532		2,810 00
72 Marlbank	25 65			72 75	98 40	98 40		230	731	1,041	13	567 66
73 Matilda (Iroquois)	22 13			50 10	72 23	62 74	9 49	205	445	8,457		307 02
74 Merrickville		270 00	5 90	452 08	727 98	700 69	27 29	206	3,035	4,508		2,517 08
75 Merriton	49 96	125 00		14 74	189 70	137 96	51 74	498	2,086	5,355		1,407 92
76 Midland	85 56	295 00	3 00	47 27	430 83	418 00	12 83	598	2,982	9,422	26	1,140 00

* Not reported.

TABLE B.—Continued.

Number.	Free Libraries.	Receipts.				Expenditure.		Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	No. of newspapers and periodicals.	Assets.		Liabilities.	
		Legisla- tive grants.	Muni- cipal grants.	Mem- bers' fees.	Balances and other sources.	Total receipts.							\$ c.	\$ c.	\$ c.	\$ c.
77	Millbrook	82 90	175 00	.....	221 85	479 75	303 57	176 18	197	2,088	7,020	29	1,726 18	.....	300 00	.....
78	Milverton	42 52	75 00	11 85	132 18	261 55	240 73	20 82	227	2,416	3,518	.....	1,866 73	.....	.....	.....
79	Mitchell	75 32	335 00	16 60	136 56	563 48	443 02	120 46	238	4,171	9,980	22	5,142 61	.....	.....	.....
80	Newington .....	.....	.....	.....	67 85	67 85	66 15	1 70	100	854	258	.....	1,893 81	.....	28 17	.....
81	Newmarket	25 00	275 00	5 45	15 15	320 60	306 24	14 36	686	2,372	9,555	20	1,135 00	.....	.....	.....
82	Niagara Falls	188 69	1,050 00	64 65	66 47	1,369 81	1,357 25	12 56	1,297	8,014	26,085	25	7,550 00	.....	.....	.....
83	North Bay	56 47	31 25	.....	115 00	202 72	193 36	9 36	350	2,101	5,499	13	1,600 00	.....	.....	.....
84	Orangeville	109 50	486 95	.....	125 83	722 28	618 59	103 69	435	4,071	7,758	35	3,800 00	.....	75 00	.....
85	Oshawa	113 74	699 65	.....	167 07	980 46	886 46	94 00	1,046	5,359	11,188	39	2,150 00	.....	.....	.....
86	Ottawa .....	.....	7,500 00	.....	15,000 00	22,500 00	7,796 07	14,703 93	.....	5,742	.....	347	131,732 07	36,000 00	.....	.....
87	Otterville .....	.....	47 77	.....	41 23	89 00	73 48	15 52	141	866	1,421	.....	535 52	.....	.....	.....
88	Paisley	68 99	170 00	19 80	44 44	303 23	295 39	7 84	242	4,581	4,229	22	2,900 00	.....	.....	.....
89	Paris	38 90	875 08	1 80	195 88	1,111 66	952 61	159 05	658	6,843	10,019	37	14,400 00	.....	68 10	.....
90	Parkhill	5 25	150 00	.....	30 26	185 51	141 30	44 21	392	2,204	2,333	.....	1,280 33	.....	.....	.....
91	Parry Sound .....	.....	250 00	.....	67 05	317 05	200 49	116 56	191	2,038	3,063	.....	1,225 00	21 00	.....	.....
92	Pembroke	202 24	635 10	.....	149 84	987 18	872 44	114 74	640	2,423	7,979	27	1,664 74	38 50	.....	.....
93	Penetanguishene	106 84	333 62	.....	.....	440 46	440 46	.....	386	5,527	8,511	3	3,369 60	.....	.....	.....
94	Pictou	154 61	720 22	.....	205 54	1,083 37	1,025 12	58 25	934	3,570	22,494	38	2,377 71	.....	.....	.....
95	Port Carling	28 46	81 51	12 35	58 77	181 09	179 27	1 82	136	1,494	1,100	14	700 00	.....	.....	.....
96	Port Colborne	51 52	100 00	.....	32 09	183 61	166 69	16 92	323	2,110	5,478	.....	1,477 07	.....	.....	.....
97	Port Rowan .....	.....	70 00	.....	115 50	490 09	487 79	2 30	365	2,174	2,436	5	1,555 00	361 83	.....	.....
98	Prescott	124 59	250 00	.....	115 50	490 09	487 79	2 30	568	5,519	8,969	31	5,450 00	.....	.....	.....
99	Preston	144 55	300 00	.....	127 86	572 41	493 39	79 02	574	6,647	6,724	24	6,700 00	.....	.....	.....
100	Renfrew	69 72	250 00	2 50	5 87	328 09	288 36	39 47	277	3,817	7,861	.....	1,590 00	.....	60 00	.....
101	Richmond Hill	47 03	100 00	8 00	63 84	218 87	185 36	33 51	107	3,295	2,634	21	3,540 00	.....	.....	.....
102	Ridgeway	50 57	25 00	.....	115 85	191 42	186 05	5 37	130	1,512	2,869	.....	1,136 93	.....	.....	.....
103	Sarnia	250 00	1,991 12	.....	241 04	2,482 16	2,044 07	438 09	1,700	5,514	29,110	61	20,232 52	.....	500 00	.....
104	Seaforth	77 77	322 67	9 25	67 58	477 27	474 79	2 48	580	4,781	11,170	17	4,202 48	.....	.....	.....
105	Shelburne	60 84	200 00	.....	20 50	281 34	261 25	20 09	174	2,510	3,900	20	1,975 00	.....	.....	.....
106	Simcoe	147 24	528 41	.....	586 49	1,262 14	988 25	273 89	626	6,168	13,525	55	7,273 89	.....	.....	.....
107	Smith's Falls	185 06	1,100 00	2 50	131 10	1,418 66	1,418 66	.....	1,032	4,497	17,116	45	16,500 00	289 83	.....	.....
108	Stayner	35 15	75 00	3 50	6 42	120 07	117 11	2 96	248	1,826	3,708	.....	1,275 28	.....	.....	.....
109	Stouffville	98 76	170 00	.....	69 88	338 64	317 97	20 67	449	4,312	7,875	32	4,480 00	.....	.....	.....
110	Stratford	250 00	1,200 00	5 00	699 33	2,154 33	1,799 11	355 22	1,550	7,516	38,185	48	20,800 00	.....	.....	.....

111 Streetsville	64 01	100 00	24 55	64 91	253 47	244 23	9 24	600	2,843	6,500	22	3,000 00	270 00
112 St. Catharines	250 00	2,500 00	.....	407 86	3,157 86	3,016 42	141 44	3,283	9,398	28,148	65	39,545 91	2,800 00
113 St. Mary's	90 56	600 00	.....	59 96	750 52	651 48	98 84	460	5,963	12,280	25	2,950 00	.....
114 St. Thomas	213 71	899 09	.....	573 89	1,686 69	1,421 41	265 28	3,401	9,447	119,471	53	5,748 13	.....
115 Tara .....	.....	105 00	12 35	38 30	155 65	133 90	21 75	118	2,028	1,650	9	2,058 50	.....
116 Thessalon	2 25	185 00	.....	11 56	198 81	197 68	1 13	151	2,162	2,319	22	1,635 32	.....
117 Thornhill	13 31	30 00	.....	2 98	46 29	27 00	19 29	63	868	718	2	598 87	.....
118 Thornloe (New Liskard)	43 83	200 00	9 50	25 38	278 71	257 50	21 21	200	1,131	2,245	7	550 00	.....
119 Thorold	82 44	300 00	.....	88 58	471 02	449 59	21 43	400	5,402	8,292	20	5,600 00	23 00
120 Toronto	250 00	36,603 00	.....	2,258 28	39,111 28	39,106 70	4 58	39,430	140,243	235,050	874	281,739 49	49,519 42
121 Tottenham .....	.....	.....	.....	18 50	18 50	7 52	10 98	98	2,283	1,641	.....	1,310 00	105 33
122 Uxbridge	111 20	275 00	30 00	255 33	671 53	671 53	.....	650	6,680	9,678	30	9,850 00	.....
123 Walkerville .....	.....	750 00	20 87	1,200 00	1,970 87	1,903 08	67 79	360	1,061	8,166	17	1,196 76	.....
124 Wallaceburg	107 37	357 67	.....	522 22	987 26	576 05	411 21	434	2,837	8,678	27	2,172 28	.....
125 Waterford .....	.....	100 00	13 70	26 55	140 25	128 68	11 57	101	1,482	1,613	.....	950 00	59 37
126 Waterloo	204 90	802 58	.....	384 11	1,391 59	1,330 91	60 68	350	8,178	9,097	32	8,055 61	.....
127 Watford	55 55	196 00	70 00	209 57	531 12	525 23	5 89	192	3,098	5,152	21	1,600 00	70 00
128 Westford	26 92	20 00	.....	9 37	56 29	53 53	2 76	107	1,559	244	.....	1,216 22	.....
129 White Lake	26 84	.....	.....	15 65	42 49	6 08	36 41	110	827	1,807	.....	300 00	.....
130 Wiarton	55 05	200 00	.....	45 04	300 09	300 09	.....	385	3,623	3,121	21	2,398 93	.....
131 Windsor	250 00	3,550 00	.....	270 63	4,070 63	3,686 99	383 64	1,622	13,241	47,749	76	44,522 26	429 50
132 Wingham	131 40	325 00	64 96	43 55	564 91	537 39	27 52	421	4,064	10,665	40	2,640 00	.....
133 Woodstock	250 00	1,200 00	.....	213 73	1,663 73	1,624 60	39 13	875	6,847	39,081	44	4,000 00	75 00
134 Wroxeter	47 34	105 00	6 00	14 00	172 34	171 88	46	150	4,554	2,818	.....	4,344 09	.....
Total	11,693 24	121,613 64	989 39	40,027 39	174,323 66	151,504 32	22,819 34	124,159	684,539	1,807,122	4,319	1,223,171 89	129,626 19

Ontario Society of Artists.

During the year six exhibitions were held in the galleries of the Society and five new names were added to the list of members. From designs furnished by the Society a new art gallery has been erected, larger and better than any previously existing in the Province.

The Annual Exhibition of the Society was opened by His Honour W. Mortimer Clark, K.C., Lt.-Governor. There were 151 works shown.

The following pictures were chosen by the Society for the Ontario collection in accordance with the \$200 grant from the Ontario Government:

No. 117, "The Passing of an Autumn Day," H. Spiers.

No. 124, "A Quiet Afternoon, Beaupre," Gertrude E. Spurr.

The grant from the Ontario Government of \$800 was spent in the purchase of the following pictures selected by the Guild of Civic Art:

"In the Meadow," J. W. Beatty, \$175.

"Storm Bound," F. McG. Knowles, \$175.

"Reverie," G. A. Reid, \$150.

"Evening," Mrs. M. H. Reid, \$175.

"Winter Landscape," O. P. Staples, \$75.

"Yellow Water Lilies," Miss M. E. Wrinch, \$50.

One of the most important events of the year was the opening of the new art gallery in connection with the Canadian National Exhibition. The collection of 278 pictures was of exceptional interest, including the works of many distinguished European painters.

During the year the Society's gallery has been used for several important exhibitions:

The Royal Canadian Gallery of Arts.

Architectural Eighteen Club.

The Light of the World, by Holman Hunt.

Abbey's Coronation Picture. Applied Arts Exhibition.

The Huron Institute, Collingwood.

During the year twelve meetings of the Executive Committee and eight regular meetings of the Institute were held.

The following lectures were delivered:

The Tooth of Time. Professor Coleman.

The Early Indians of this Section. J. Hugh Hammond.

The Forestry Problem. Mr. E. Stewart.

The Fenian Raid. Col. Cruikshank.

The Petun Indians. Major G. W. Bruce.

Owing to the untiring energy of the Curator of the Museum, Mr. C. E. Freer, a large number of new exhibits have been secured.

Hamilton Scientific Association.

The General Association held ten meetings as follows:—

Inaugural Address. Geo. L. Johnson, B.A., President.

Rivers of Canada. Professor Coleman.

Churches of France. Professor Squair.

Immunity. Dr. J. Edgar Davy.

Labrador Eclipse Expedition. Rev. D. B. Marsh, F.R.A.S., and G. P. Jenkins, F.R.A.S.

Archæology and the Origin of the Hebrew People. Rev. Logie, M. C., Donnel, M.A.

Progress of Photography. James Gadsby, P.C.S.

From Prince Albert to Port Churchill. J. W. Tyrrell, C.E.D., L.S.

Vacation Rambles in the Old Land. P. L. Scrivin, T.H.S.A.

During the Session twenty new members were added.

Five Honorary Members have been added, including E. W. Maunder, F.R.A.S., Greenwich Observatory; Mrs. Maunder; Dr. Grenfell, M.R.C.S., Labrador; W. F. King, B.A. LL.D., Ottawa; and Professor Brazier, Alleghany, Pa.

Dr. Fletcher, of Ottawa, was chosen to represent the Association at the meeting of the Royal Society at Ottawa.

The museum has been re-arranged and the seating room much improved.

Ottawa Field Naturalists' Club.

Programme of Winter Soirees, 1905-6.

President's Address and Report.

Address by Dr. J. F. White.

Illustrated Lecture. Apparent Consciousness in Plants and Animals. Dr. S. B. Sinclair.

Illustrated Lecture. The Geology of Strathcona Park and other Ottawa localities. Dr. H. M. Ami.

Report of Geological Branch. W. J. Wilson, Ph.B.

The Migration of Birds. C. W. G. Eifrig. Illustrated by Specimens.

Report on the Ornithological Branch. Mr. A. G. Kingston.

Illustrated Lecture. Trees, Shrubs, and Plants for the adornment of Home. Dr. W. Saunders.

Conversational Evening:—

Prof. J. Macoun. Botany.

Dr. J. Fletcher. Collection of Insects for Schools.

Dr. Otto Klotz. Gravity.

Dr. H. M. Ami. Methods of Work of the Ottawa Field-Naturalists' Club. Illustrated by lantern views.

Fish Culture. Prof. E. E. Prince. Illustrated.

Annual Meeting.

Address by Mr. A. Gibson. Method of Studying Insects followed at the Experimental Farm.

The above programme was carried out with some slight changes in dates.

Excursions.

Sub-excursions were held during the Spring and early Summer to localities near Ottawa. General excursions were held to Chelsea and Carp. The Chelsea excursion was attended by members of the Royal Society and also by members of the Carleton County Teachers' Association. Addresses were delivered by Drs. C. F. Hodge, Clark University, Dr. A. H. MacKay, Supt. Education, Nova Scotia, and Dr. G. U. Hay, Editor Educational Review.

The Ottawa Naturalist, the official organ of the Club, has during the year contained 249 pages of letter press and four engravings. This publication deserves the highest commendation and should receive more general support from the public. Some thirty articles on Nature Study have appeared during the past three years and 5,500 copies of each of these papers have been printed in pamphlet form and distributed throughout Canada.

Reports of Branches.

The Entomological, the Geological, the Botanical, the Zoological and Ornithological Branches have done much scientific and practical work during the year.

A Summer School for Teachers was held in Ottawa in July, 1905. Several members of the Club delivered lectures in the Nature Study Course and also aided in the field work.

The Scientific Society of the University of Ottawa.

During the year the following lectures were delivered:—

The Adulteration of Food. Mr. William Cavanagh.

Patent Medicines. Rev. J. A. Lajeunesse.

The Conservation of Energy. Mr. Charles Seguin.

Reflection and Refraction of Light. Mr. William Derham.

(Mr. James George demonstrated the laws explained in this lecture.)

Prehistoric Man. Illustrated. Mr. George O'Toole.

Mr. Thomas Tobin read an interesting paper on Subterranean Caverns.

Laws of the Propagation of Sound. Mr. James George.

Medical and Surgical Emergencies. Dr. D. M. McDougall.

Deep Sea Life. Mr. James McNeill.

Exercise and Training. Mr. Thomas Sloan.

Mr. Thomas Callaghan read an interesting paper on Peat and Peat Formations.

Inventions of the 19th Century. Illustrated. Mr. G. Gormley.

The Ottawa Literary and Scientific Society.

The Society received a donation of \$200.00 from Mr. John Manuel, a Life Member. A considerable portion of the gift has been expended upon the library. The report of the librarian shows that 233 volumes were placed on the shelves, of which 190 volumes were additions to the catalogue. The percentage of fiction taken from the library shows a slight decrease.

The following lectures were delivered:—

Tolestoy and His Message. E. H. Crosby.

Before Port Arthur. W. Richmond Smith.

Jerusalem, Illustrated. J. S. Ewart, K.C.

The Canadian Militia under the French Regime. Benjamin Sulte, F.R.S.C.

The Genius of English, Irish, Scottish and Welsh Song. Prof. E. E. Prince, F.R.S.C., (with musical illustrations).

Place of Defence in Canadian National Life. C. F. Hamilton, M.A.

Scandinavia Revisited. Thos. Macfarlane, F.R.S.C., (musical illustrations).

The Southern Trail in British Columbia. J. M. Macoun.

L'Institut Canadien Francais d'Ottawa.

During the year the following public lectures were given:

French-Canadian Institutions. Dr. J. K. Foran.

Hygiene of the Mouth. Dr. R. Chevier.

Origin of names of Canadian Families. Rev. P. Lejune, O.M.I.

Geology of Ottawa and Surroundings. Dr. Ami.

The North West and its Resources. Mr. Cyr, M.P.
 French Castles and their legends. Mr. N. Champagne.
 Experiences of a Trip around the World. Mr. Chanoyne.
 The Law applied to Domestic Relations. J. M. McDougall, K.C.
 The Influence of Education. Rev. Abbe Corbeil.
 The Yukon, its wonders and resources. A. T. Genest, C.E.

In addition to the lectures a series of Scientific Courses was inaugurated at which the attendance exceeded the most sanguine expectations.

A large number of books destroyed by fire some time ago have been replaced.

St. Patrick's Literary and Scientific Association.

During the season the following addresses were delivered:—

A Tour through England, Ireland and Scotland. Dr. J. R. O'Brien.
 O'Connell and his Times. Rev. Father Harty.

The Arctic Regions. Captain Bernier.

The Irish Race and Education. Dr. Fallon.

The Study of Languages. Rev. Dr. O'Boyle.

Address. Hon. Dr. Charles Fitzpatrick.

During the year 455 volumes were taken from the library.

Canadian Institute.

The librarian reports that the Institute has received during the year 80 donations, and the number of exchanges and volumes loaned is 886. The number of scientific and learned societies with which the Institute exchanges publications is 554. From these have been received 2,443 publications.

The Natural History Section reports that five meetings were held.

The following papers and addresses were given:—

Heredity. Prof. Ramsay Wright.

Micro-organisms in Milk. Dr. A. R. Abbott.

A Talk on Carnations. Mr. J. H. Dunlop.

Individuality of Trees. (Illustrated.) Mr. J. McPherson Ross.

General Report.

At the meetings held on Saturday evenings the following papers were read:—

Lessons in Empire Building. Mr. R. E. Kingsford.

Tropical Seas and African Ports. Prof. A. P. Coleman.

The Supposed Masonic Stone from Annapolis. Mr. John Ross Robertson.

Demonstrations of Electro-Chemical Apparatus. Professors W. H. Ellis and T. R. Roseburgh.

Physical and Chemical Character of Colloids. Prof. McCallum.

A Winter in Athens. W. A. Kirkwood, B.A.

Heat Engines. Prof. Angus.

St. Colomba. By the President.

The Microscopic Structures of Iron and Steel. Prof. J. Galbraith.

Meteorological Conditions of the Past Winter. Mr. R. F. Stupart.

Is Belief in a Glacial Period justified? H. De Q. Sewell, Esq.

The San Francisco Earthquake and the Seismograph. Mr. R. F. Stupart.

The Beginnings of Imperialism. Prof. McCurdy.
Microscopical Demonstrations of the changes of Colloids. Prof. Macal-
lum.

Royal Astronomical Society of Canada.

During the year twenty regular meetings were held.

The following papers were presented:—

The Astronomy of Tennyson. Mr. John A. Paterson.

Personal Profit from Astronomical Studies. Rev. Robert Atkinson.

Lunar Photography. Rev. Dr. Marsh.

Trans-Pacific Longitude Determinations. By Dr. O. J. Klotz and Mr.
F. W. O. Werry, was given by the former.

Visit to the South Sea Islands. Dr. Klotz.

Some Achievements of 19th Century Astronomy. Mr. L. H. Graham.

Causes of Weather Changes. Director Stupart.

Variable Stars. Mr. J. Miller Barr.

Binary Stars. Mr. A. F. Miller.

Stellar Classification. Mr. W. B. Musson.

Stellar Legends of the North American Indians. Mr. J. C. Hamilton.

Shape of the Earth. Mr. J. R. Collins and Professor Coleman.

The Harvest Moon. Mr. J. E. Maybee.

Alfred Russell Wallace, as to "Life in other Worlds." Professor
Kirschmann.

The total eclipse of Aug. 30th was the subject for discussion for three
evenings.

There were two open-air meetings with telescopes.

In addition to the regular meetings the Society gave a series of eight
public lectures. They were held in the Chemical Building and were by Pro-
fessor De Lury.

The Society of Chemical Industry.

The following papers were read:—

1905.

Crystallization. Prof. J. H. Bowman.

Chemical Industry in British Columbia. Prof. W. R. Lang.

The Metric System. Mr. Dale.

1906.

Mineral Deposits at Cobalt. W. G. Miller, B.A., M.A., Sc.

Chemical Patents. Mr. J. E. Maybee.

A Talk on Foundry Chemistry. H. L. Bowers, B.S.

Recent Investigations of Breakfast Foods. R. Harcourt, B.S.A.

A Recording Calorimeter for Gas. J. W. Bain, B.A.Sc., and Mr. J.
W. Batten.

Wellington Field Naturalists' Club.

During the year meetings were held every two weeks from Oct. 11th to
April 11th. On an average two papers were presented at each meeting.
Among the most valuable papers were:—

Leaf Colouration in Relation to Leaf-fall. Mr. E. Thompson.
 Botanical Trip through Bruce Peninsula. Mr. A. B. Klough.
 Some Insects of the Vicinity of Guelph. Mr. T. J. Moore.
 The Raccoon. Mr. V. W. Jackson.
 Some Common Sedges. Mr. A. B. Klough.
 The Genus *Etheostoma* in the River Speed. Mr. J. L. Beattie.
 Forestry Conditions in the North West. Mr. R. H. MacMillan.
 Aquaria. Mr. H. Hutt.
 Gall Insects. Mr. T. D. Jarvis.
 Some weaknesses in the Mutation Theory. Mr. A. B. Klough.
 Methods in Bacteriological Research. Mr. B. Barlow.
 In field work the migration of birds has been recorded and two species
 of birds added to the County list.
 The northern portion of the County has been explored botanically.
 The second number of the Ontario Natural Science Bulletin is in press.
 Copies of Bulletin No. 1 have been sent gratis to all Public Libraries
 making application for the same.

Ontario Historical Society.

The last annual meeting of the Ontario Historical Society was held in Collingwood, when the report of the Secretary showed a membership of 223 elected, ex-officio 17, corresponding 7, honorary 7.

The following local societies are affiliated:—York Pioneer and Historical Society, Lundy's Lane Historical Society, Thorold and Beaverdams Historical Society, Niagara-on-the-Lake Historical Society, Women's Canadian Historical Society of Toronto, Elgin Historical Society and Scientific Institute, Wentworth Historical Society, Women's Wentworth Historical Society, Norfolk Historical Society, London and Middlesex Historical Society, Lambton Historical Society, Belleville and Bay of Quinte Historical Society, Peterborough Historical Society, Victoria Historical Society, Ottawa Women's Canadian Historical Society, Bowmanville Women's Historical Society, United Empire Loyalists Association of Ontario (Head of the Lake Branch), Huron Institute, Cobourg and County of Northumberland Historical Society, Essex County Historical Society, Peel County Historical Society, Bruce County Historical Society, York Pioneer and Historical Society, Women's Elgin Auxiliary Historical Society.

During the annual meeting the following papers were read:—

Downfall of the Hurons. C. C. James, M.A.

The Petun Indians. Major Bruce.

The Nottawasaga Trail. G. K. Mills, B.A.

Christian Island was visited by the members of the society and an address delivered by J. Birnie, K.C., entitled "The Last Stand of the Hurons."

The Women's Canadian Historical Society.

The membership now numbers nearly three hundred.

The following papers were read:

Canadian Magazines. Mrs. J. W. F. Harrison.

A Colony of Emigres in Upper Canada, by Miss Textor, of Yale University, read by Miss H. M. Hill.

Reminiscences of Early Elections in Toronto. Miss Teefy.

Extracts from a Toronto directory, 1834, with comments by the Secretary.

The following series of papers on Newfoundland were also read:
Discovery and Early History. Miss Sara Mickle.

Occupation and Influence of the French Settlers. Miss M. A. Fitz-Gibbon, the paper supplemented by Miss Mickle.

The History of St. John's, and the Climate and Resources of Newfoundland. Miss C. Tocque.

At the October meeting Mr. Hampden Burnham read a paper on Indian Women and their History.

During the year the Society printed Transaction No. 5. It was composed of the following numbers:

(I) Extracts from the Jarvis papers.

1. Details of the capture of York.

2. Account of the meeting of the Magistrates following the capture.

3. General order.

4. Account of Council held at Kingston.

5. Letters, William Jarvis, etc.

(II.) Plattsburg (1814), from the Diary of J. H. Wood.

(III.) Extracts from papers of Captain H. Pringle.

(IV.) Order concerning the presentation of King's Colors (1822).

(V.) Papers concerning Rupert George, Captain of H.M.S. *Hussar*, 1794.

(VI.) Some U.E.L. Epitaphs. Sara Mickle.

Several valuable donations were received.

Niagara Historical Society.

The Society reports eighteen new members for the year.

Pamphlet number fourteen was published, being extracts from the Powell letters in the possession of Dr. James Bain, in the Public Library, Toronto.

Over seven hundred copies of the publications issued by the Society were distributed to members and others.

The President is preparing a catalogue fully classified.

Plans are being formulated for the opening of the new building in process of erection. The date has been fixed for the Spring of 1907, after the opening of navigation.

Six regular, one special and three Committee meetings were held during the year.

Three papers were read by the President: "Extract from the Powell letters, 1807-1821," "The origin of the Maple Leaf as the Emblem of Canada," "Sir Isaac Brock."

The Memorial Hall promises to become the Mecca for Canadian historical students. The total amount subscribed was \$3,580, of which \$3,500 have been paid. The tender for the erection of the Hall accepted was \$4,100. The deficit has practically been met by Mr. Hugh J. Chisholm, of New York, an old Niagara boy, who generously sent his check for \$500.

The Essex Historical Society.

Papers were read by the Rev. Thomas Nattress and P. E. Panet.

Mr. Solomon White read an interesting paper on Indian Treaties.

Under the direction of the Executive the grave of Dr. Hume, one of the martyrs of the invasion of Windsor in 1838, was put in good condition, the masonry rebuilt and the lettering re-cut.

Arrangements have been made for the publication of the records of the parish of Assumption, Sandwich, for the first twenty-five years of its existence, from 1767 to 1786. These records will appear in the annual volume of the Ontario Society. The records of the first fifty years of St. John's Church, Sandwich, will also appear in the same publication.

London and Middlesex Historical Society.

Ten regular monthly meetings were held.

Three prizes for the best essays relating to the history of any township in the county were awarded.

A committee has been appointed to select places for placing tablets of historic interest.

The following papers were read:

Prize essay, Township of Biddulph, by Mr. Revington.

Origin of the names of the streets of London. Miss Priddis.

Canadian Autonomy. Alex. Stuart, K.C.

Points of interest visited in Great Britain with Canadian Manufacturers' Society. F. Lawson.

Collection of Indian trophies found on the farm of Mr. Shaw-Wood. Dr. Wolverton.

Illustrated description of Canadian Rockies. Frank Leonard.

What became of the Indian Tribes of Western Ontario. Mr. Dearness.

The following addresses were delivered:

Interesting Features of Australia. Mr. Larke, Canadian Commissioner to Australia.

History of Union Jack and Canadian Coat of Arms. Mr. Casselman.

Cobalt, illustrated. Mr. Parkinson.

Lundy's Lane Historical Society.

During the past twenty years this society has done valuable pioneer work through its historical publications. Including the many leaflets which have been printed from time to time, the total number of pages of strictly historical matter already published already exceeds four thousand. Col. Cruikshank reports that the material for Part VIII. of Documentary History is ready for the printer. It covers the closing months of 1813, and will conclude this comprehensive and valuable work.

During the past year the Society issued an important work, "The Siege of Fort Erie," consisting of 52 pages, and covering the very important events relating to the struggle for the mastery of the last position held by the American forces in Canada, and immediately preceding the close of the war of 1812.

The Executive has under consideration the publication of a folder showing the location, means of access, and story of each battlefield on the Niagara frontier.

A large class of the Macdonald Institute's Department of Nature Study, under Professor McCready of the Ontario Agricultural College, Guelph, visited Lundy's Lane, June 21st, where they were received by two members of the Society and given a description of the battle.

The Society entertained the Ontario Historical Society at its last annual meeting, which was held jointly at Niagara Falls and Niagara-on-the-Lake. The battlefields of Chippawa and Lundy's Lane were visited. A public meeting was held in the evening in the Town Hall and was largely attended.

The Wentworth Historical Society.

By resolution the Provincial Government was asked to erect a monument to Lieut.-Col. the Hon. John McDonell, Attorney-General of the Province and aide to Gen. Sir Isaac Brock; also a monument to the Indian Chief Tecumseh.

The attention of the Society was called to the proposal of citizens of the U. S. to raise the gunboats sunk in the Thames river near Chatham and remove them to Detroit. The proper authorities were petitioned to prevent interference with the boats.

An interesting address was delivered by Mr. Alex. Fraser, Ontario Provincial Archivist, in regard to the evidence given before the U. E. L. Claims Commission.

A lecture was given by Mr. Edward Harris on The Early Women of the Country.

There were two meetings of the Executive and three general meetings of the Society during the year.

Women's Wentworth Historical Society.

A grant of \$100 was received by the Society from the Provincial Government.

The one hundredth anniversary of the victory of Trafalgar and the death of Nelson was celebrated by a meeting held in the Armory, in which the pupils of the Public and Separate Schools joined, rendering a patriotic chorus. Appropriate addresses were delivered by the Hon. J. P. Whitney, Premier, and the Hon. J. W. St. John.

LIBRARY CONDITIONS.

During the past year library conditions in the Province show a steady improvement. The conditions have been very favorable, arising principally from the erection and equipment of the libraries which have received gifts from Mr. Andrew Carnegie. These libraries are placed on a permanent basis, they are able in many instances to secure the services of trained librarians who have inaugurated modern methods of classification and numerous other improvements fruitful in good results. The friends of library progress upon the library boards and scattered through each community have taken heart, while the Ontario Library Association has exerted a powerful influence for progress. The combined result is shown in the education of the people, in the growing conviction that a Public Library is an essential part of the educational system, that its maintenance is as necessary as is the maintenance of a public school. Once public sentiment upon this subject is aroused and educated through the press, from the platform and by individual appeals the result no longer can remain in doubt.

Ontario Library Association.

The sixth annual meeting of the Ontario Library Association was held in Toronto, April 16th and 17th, 1906. The meeting was the most successful in the history of the Association and was attended by a large number of representatives from the Public Libraries throughout the Province. The story of the library buildings of Ontario, illustrated by nearly 100 lantern slides, was the strong feature of the meeting. The addresses and papers

were clear, practical and thoughtful. As the object of the Association is to promote the welfare of libraries, by stimulating public interest, in founding and improving them, I recommend that financial assistance be given the Association to enable it to hold at least one special meeting during the year 1907, to which all librarians, trustees, directors and persons interested in library work should be invited and admitted without charge. A programme of practical work, under the direction of capable officers of the Association, would yield excellent results.

General Classification, etc.

The system of classification for public libraries is left to the direction of the respective library boards. Generally speaking, the classification adopted by the larger libraries is the Dewey or Cutter Systems, with modifications to suit local conditions. During the present year the Guelph Public Library has (under the direction of Mr. Tytler, the chairman of the purchasing committee), re-classified the fiction in accordance with the Cutter system. I understand that the Dewey system will be used for the other divisions of the library, and that the re-classification of the fiction has met with general approval. For all libraries a copy of the American Library Association catalogue is indispensable as a guide in selecting books, as the list includes 7,520 volumes specially adapted to small libraries and those just starting.

Publisher's Classification.

Under the present system of classification practiced by dealers in making their invoices, History includes Historical Romances; General Literature includes Moral Tales, Romances and Juvenile Literature; Miscellaneous includes Short Stories and Fairy Tales.

The Act provides that only 20 per cent. of the Government grant for books will be allowed for the expenditure on fiction. I find that the publishers and wholesale dealers invoice all classes of fiction as History, General Literature and Miscellaneous. The evil thus created is twofold:

(a) If the books are catalogued in accordance with the invoices the fiction is scattered through the library, covering at least four sections, thus increasing the labors of the librarian and confusing the patrons.

(b) The system is essentially misleading and dishonest.

A careful examination of the Public Libraries shows that the percentage of fiction purchased and upon which grants are paid varies from 40 per cent. to 75 per cent. I therefore respectfully recommend that the present system of classification be abolished; that novels of all classes be classified as fiction and that the Regulation governing the grant for fiction be amended to read 45 per cent. instead of 20 per cent., with the proviso that the Minister of Education be empowered to reduce the percentage at his discretion by giving library boards notice of the proposed change. I am convinced that an honest classification will reduce the percentage of fiction purchased for Public Libraries, particularly in the smaller libraries. The standard for classification should (as far as possible) be the Library of Congress American Library Association Catalogue.

Invoices, Vouchers, etc.

Owing to the discovery of certain irregularities in the payment of Government grants, the Minister of Education notified the library board of each Public Library as follows:

"On and after January 1st, 1906, the Department of Education will require all Public Libraries hereafter desiring to qualify for Legislative grants to procure at the time of making purchase of books, newspapers, magazines and periodicals, receipted detailed accounts made out in duplicate. One copy of such receipted invoice is to be forwarded with the annual report to the Education Department and the other kept on file by the treasurer. The two files of receipted accounts and the annual report will then have to correspond at the end of the year."

Under this regulation the invoices and vouchers upon which all Legislative grants are made and paid will be retained by the Education Department. This system will furnish a complete check and prevent irregularities arising from demands for grants which have already been paid.

Sale of Public Libraries.

During the present year several small Public Libraries have been seized and sold for debts contracted. Under the regulations this Department is powerless, unless an annual report has *not* been submitted for the past two years. In all cases to which my attention has been called the seizure or sale had been completed before notice was received by this Department. In some instances libraries containing over 1,000 books, in an excellent state of preservation, were actually sold for less than \$50. The records show that in every such case the Government grant to said libraries had exceeded 50 per cent. of the actual cost of the books. To prevent a repetition of the waste of public money in the future, I recommend that the Act and regulations respecting Public Libraries be amended, said amendment to give the Minister of Education or the Education Department a first lien upon the books contained in every Public Library for the full amount of the Government grants paid to each library during the preceding six years, dating from the commencement of any action for the recovery of a debt against a Public Library. Such an amendment would stamp out the present evil and enable this department to take over the books of a defunct Public Library for the public benefit and use.

The Building of New Libraries.

During the past few years the generous gifts of Mr. Andrew Carnegie have wrought important changes in the building of and equipment of Public Libraries in several of the cities and important towns of the Province. To furnish reliable information in the matter of library architecture the Department has secured from the Ontario Library Association a complete set of lantern slides showing the Carnegie Public Libraries of the Province (including floor plans and other details), as well as views of several Carnegie Libraries in other Provinces and some Public Libraries in England. I shall be pleased to visit any locality and exhibit the slides for the definite information of library boards.

WHY DO WE NEED A PUBLIC LIBRARY?

How to start a Public Library.

The History of a Village Library.

Educationists in Ontario now recognize the necessity which exists for strengthening school and public libraries, making them an essential part

of our educational system. To stimulate public interest in establishing and improving public libraries and to aid in securing financial assistance from wealthy citizens and cordial co-operation among taxpayers, greater publicity should be sought. To this end I have secured copies of the following pamphlets: "A Village Library," by Mary A. Tarbell, Librarian of the Brimfield Public Library; "Why do we need a Public Library," compiled by a Committee of the American Library Association; "How to start a Public Library." These pamphlets will be mailed free, upon application, and will be found helpful not only to beginners, but also to those having only local experience.

Book Lists.

Committees of the Ontario Library Association have, during the year, prepared two valuable catalogues.

(a) "A selected list of books published during the year 1905, which are recommended by the Ontario Library Association for purchase by the public libraries of this Province. The books selected have been chosen to meet, as far as possible, the wants of the libraries for new books at a moderate price."

(b) "Catalogue of children's books, alphabetically arranged by authors, giving title, publisher and price, compiled by Norman Gurd, B.C.L., President Ontario Library Association, C. A. Rowe, Brockville Public Library, and Effie A. Schmitt, Berlin Public Library.

These catalogues were published for the Ontario Library Association by the department and copies mailed to each Public Library in the Province.

Hints on Book Purchasing for Small Libraries.

The smaller library, having the most limited funds, must exercise the greatest care in selection.

The books should be purchased in small quantities, at short intervals. This can be done by procuring catalogues which furnish an excellent outline of the scope and contents of each book. Secure the A. L. A. Catalogue; 6,000 volumes for a popular library, with notes.

Frequent selections enable the librarian to announce through the columns of the local press, by means of notices posted in the library or by placing the latest books on a special table, that new books are being constantly added to the library, thus creating a lively interest among all classes of readers.

As the library is a public institution it should be the aim of the library board to satisfy the demands of the community in which it is situated by catering, as far as possible, to the various tastes of readers. If, for instance, a factory or factories are located in the town be sure and secure some books treating of the industry or industries. Do not buy a subscription book. The agent who sells the book receives from 30 to 50 per cent. commission.

In purchasing novels the safe rule is to choose those which are published by well known firms, and don't buy one because you see it extensively advertised.

Don't buy American net books when you can avoid it. Buy the English editions, they are nearly always cheaper. Probably one-half of the American net books of 1904 were published cheaper in England in 1903. Every library should be constantly making collections of magazine literature for reference work. By this means invaluable material may be acquired. The better class of magazines contain the best fiction, the best poetry, the best essays during recent years.

Don't buy expensive books of reference and thus cripple the library for months for the benefit of a limited number of readers.

Avoid red tape and rigid regulations which impede library development.

Ninety per cent. of the borrowers of books from public libraries completed their education at the public school. The mission of the public library is to reach and help these people.

The poorest quality of binders' cloth will outlast the larger portion of leather used in bookbinding. Only the most expensive morocco is fit for bookbinding.

Model Public School Libraries for the Normal Schools.

Acting upon instructions received from the Hon. the Minister of Education, I prepared a Model Public School Library for the Normal Schools at Toronto, Ottawa and London. The libraries were put up in cheap folding cases; the cost of each library being \$25.00, and the number of books averaged about 50. These libraries were prepared as object lessons for the students, showing the variety of subjects and extent of a Public School Library which could be purchased for \$25.00.

Restrictions, Age Limit, etc.

I find great diversity among the Public Libraries of the Province relative to restrictions, the age limit, etc. It is noticeable that libraries in which the greatest liberty is given are the most successful and prosperous. The circulation, in proportion to the number of books, is larger, while the percentage of fiction circulated is less. Rules and regulations are necessary, but in many instances the methods in force are obsolete and should be abolished. A Public Library should be as free and convenient to the people as possible. Mr. Utley, librarian of the Detroit Public Library, states the question as follows:—

"The restrictions should be as few as is consistent with the proper conservation of the property and the enforcement of equal and exact justice to all, certainly the spirit of any regulations should be a cordial invitation to the people to make the freest use of their own and a pledge of fairness to all and special favours to none."

Every hinderance tends to hamper the influence of a library; the library is maintained and the books purchased with money obtained from the public purse.

To accomplish the best results our Public Libraries should be made free; the public should be admitted to the shelves and the age limit abolished. Why should a child of twelve be refused a book while one of fourteen is deemed eligible? The time has arrived when Ontario library boards should acknowledge by and through their regulations that children can only be made readers, students and reasoners through the medium of books. The younger the child when he begins to read books the more universal will be the intelligence and culture.

The Story Hour for Children.

Up to the present time I have but one report showing that the story hour has been adopted in a Public Library in the Province; many of our libraries can reasonably be expected, in the near future, to institute a story hour for

miscellaneous stories. The experience of the Carnegie Library of Pittsburg and of many small libraries in Wisconsin and in the New England States has long since demonstrated the value of story telling. It stimulates the imagination of children, cultivates a taste for good literature and leads them to the best books. Many of the principals of our high and public schools would generously assist in telling stories if invited by the librarian and the board of management.

The main object of the story hour is to draw attention to books and to books only. The school room atmosphere should be carefully avoided. The motto should be good to all children and "the right book to the right child at the right time."

Story Telling to Children.

Story telling to children has for the past few years been utilized in Public Libraries in the United States as a means for drawing children to better reading. The story hour for older children has also become an important factor in instructing and amusing. In many libraries a definite programme of stories has been prepared and carried out. When the stories are grouped about one subject for the purpose of making the children familiar with romantic forms of literature and to arouse their interest in real literature the result has been highly encouraging.

As many of our librarians are gifted with humor, pathos and imaginative qualities, the essentials to good story telling, I trust that the coming year will see the practice established in Ontario.

Extract from letter received from Norman Gurd, B.C.L., Sarnia, President of the Ontario Library Association:

"It is most gratifying to have your approval of the work we are doing in the Sarnia library for children. There is no more promising field of work for the libraries of Ontario, and there is none more neglected. Our Board, about two years ago, began to realize that the library was not doing what it might do for children. We then began to study the problem. At that time we found that practically all the books in the juvenile department were story books. We obtained lists of suitable books for children from different sources, embracing books in all the departments of literature, and ordered books from these lists. At first the children were slow in taking out these books, but the better literature steadily gained in popularity. We appointed our assistant librarian children's librarian. She would have her regular duties as assistant librarian, but we thought that if she were given full charge of the children's department, she would be ambitious to make it a success, and to obtain credit for the work done from the Board. This, we found, was a correct surmise.

"Miss Spereman, the assistant librarian, began to make a study of the needs of the children. We provided books and pamphlets on children's work for her to read, and she also visited the children's department in the Port Huron Library, which is a large library administered according to modern ideas, and got many valuable hints. We found that she identified herself with the children, and was able quietly to influence their reading for good. The next step we took was to place the children's books in the children's room entirely separate from the adults' library, thus virtually constituting two libraries under the same rule. The children's library is divided into the same classes as the adults and covers the same ground, though, of course, we have not so many books.

"We had, prior to this, subscribed for children's magazines and periodicals and placed them on the magazine rack in their room. We had also fitted up the room with tables and chairs of different sizes to accommodate children of all ages. We bought colored nature study charts and exhibited them in the children's room. We also hung good productions of well-known pictures on the walls. The children were made monitors of their own room, and instructed to keep it tidy. This plan is working well. The children at first scattered the magazines about the room, and left books piled up on the tables, and the books were very much misplaced on the shelves. They feel now that the care of the room is left open to them and take a personal interest in it, and we feel it tends to make them feel at home in the library.

"The children's story hour is a very recent development, and is the most forward step we have taken. The story hour to-day on "Child Life in Russia" was attended by eighty-four children, and at the conclusion of the talk the children took practically all the books on Russia we had in the library. The children attending range in age from the children in the kindergarten to those of sixteen and seventeen. The story hour also gives the librarian an opportunity to speak to the children about the care of the books, behaviour while in the library, and also keeps her in friendly touch with the children. They are asked for suggestions as to the subjects for future story hours. These talks are very informal, and the children appear to be perfectly at home and ask questions quite freely. The blackboard is used for lists of books touching on the subject under discussion. Illustrated books bearing on the subject are brought down to the auditorium and shown to the children.

"We think that the inauguration of this step in the children's work has commended itself to the people of the town, since we have had numbers of the people speak most favorably of the movement.

"Along this line we have arranged for a science master at the Collegiate to deliver a series of lectures on nature study, illustrated by magic lantern slides. This will probably attract the older children, though, of course, all will be welcome.

"The Sarnia library has, I think, amongst Ontario Libraries, the reputation of being rather too much given to experiment and too venturesome. Our adoption of free access was thought to be a very dangerous move, and our ceasing to require guarantors for all those desiring membership in the library is considered to involve almost certain loss to the library. We have, too, abolished all fees, and the library is truly a free library. I do not know of a library where they do not charge a fee for cards except ours."

Exhibits of Library Plans.

This department is desirous of securing a collection of exhibits of library plans, appliances, systems, etc. This can only be accomplished by the help of librarians in all parts of the Province, who are asked to forward everything bearing on the administrative work of the library under his or her charge; any special feature peculiar to a library will be considered of the greatest value. A copy of the last annual report should be sent. If this request is complied with but a short time will elapse before a valuable collection will be secured. Photographs, architectural plans and descriptions of mechanical devices which have been found to yield good results will be carefully preserved and reproduced for the benefit of other libraries. The co-operation of architects who have designed Public Libraries should be sought in this work by local boards and librarians.

Children's Model Libraries.

One of the principal defects in the Public Libraries is the absence of books suitable for children. When asked for a reason why the child has been neglected the answer is generally, "the Sunday school is supposed to provide for the children." I am strongly of the opinion that we shall not be able to create the reading habit until we have made a special feature of children's books in every Public Library; many of the books relating to child study will be found quite as valuable to mothers as to teachers. The child should not only be permitted to visit the library but should be encouraged to do so; once the path is opened for them they will follow it. There should be little books for little hands with plenty of pictures. The age limit should be abolished root and branch. As object lessons several model libraries for children, including pictures, should be prepared by this department and loaned for a few weeks to libraries.

Public Reference Library, Toronto.

The corner stone of the Public Reference Library Building for Toronto was laid by the Honourable Chief Justice Falconbridge on Tuesday, the 27th of November of this year. The opening of this library will mark an important epoch in the history of the Public Library movement in the Province. Such a library will be of the greatest value not only to the citizens of Toronto, but also to all parts of Ontario. The thousands of students who are annually in attendance at the Provincial University and its affiliated colleges will find the library invaluable. Under the charge of Dr. Bain, the chief librarian, the reference library should soon rank among the most useful libraries on this continent.

Historical Societies.

The Ontario Historical Society continues to do a good work, while exercising a wholesome influence by fostering the establishment of local societies, with which it is generally affiliated. These local societies are frequently the means through which written and printed material of the greatest value is collected and preserved. The study of Canadian history and literature is thus encouraged by the preservation of historical landmarks.

While some of the local societies are doing excellent work in collecting and publishing, an examination of the several reports for the current year leads to the conclusion that it would be advisable to make the government grant conditional; making the minimum basis a certain number of members, a specific number of meetings and the publication of at least one valuable pamphlet per annum.

Travelling Libraries.

One of the greatest obstacles hindering the growth of Public Libraries in small communities is the difficulty experienced in securing sufficient funds for the purchase of new books. The government grant, being based upon the amount expended annually for books, is necessarily small, consequently demands are constantly made for a larger grant. A very large increase would be necessary to effect any substantial improvement among the small libraries, as the major portion of the grant would be absorbed by the larger libraries. A systematic and continued effort should be made to give access to collections of good books by farmers and the residents of small villages.

To accomplish such a desirable result, I recommend the development of and increase in the number of Travelling Libraries. Heretofore the Travelling Libraries of the Province have practically been confined to the lumber camps of New Ontario. The camps are only operated on an average of six months in the year, consequently during the balance of the time the books are idle. In view of the fact that struggling libraries in the older portion of the Province would gladly circulate the books at any time it is evident that a change should be made under which the Travelling Libraries will be kept constantly in use.

The failure of small libraries (several of which have been closed during the past year for lack of funds) can be easily traced to the following causes:—

(1) The purchase of books not suited to the class of readers. These are usually valuable books, including many costly historical works, which the community declare “uninteresting.”

(2) Infrequent supplies of new books.

I have not found a small library languishing when new and suitable volumes have been supplied. With fresh books a country library remains as vigorous as a city library.

To inaugurate a new system of library extension, simple, practical and economical, it is necessary to extend the Travelling Library. Each library should consist of about fifty books, to be sent out in a convenient case. The outfit should contain a small register and a type-written catalogue. Said libraries should be loaned to the small or struggling Public Libraries for three months. By establishing circuits of from ten to twelve libraries in a county or group of counties the cost of changing the libraries would be reduced to the minimum and the duplication of books guarded against. A few of the libraries should be made up to suit the needs of special organizations, clubs or localities. Under such a plan these libraries would be used in four different places during the year, and it is safe to say that the circulation of the books by this means would be quadrupled. The local library would pay transportation charges and for any volumes lost or damaged beyond ordinary wear.

A few Travelling Libraries have been prepared and sent out as indicated. The system will be rapidly extended in 1907.

CARNEGIE PUBLIC LIBRARIES IN ONTARIO.

The establishment of Carnegie Public Libraries in some of the cities and towns of the Province has proved not only beneficial to the localities in which they have been opened, but their influence is felt in other centres of population and in rural libraries of the smallest class.

In more than one locality the Carnegie Public Library is gradually becoming the natural local centre of the community. Citizens are proud of the building and its surroundings. They know that the days of doubt have passed; financially it is on a firm foundation. It rapidly makes for itself a place in the affections of the community and becomes the centre of various local interests; as the fountain of intellectual life and the agent of common culture it fills many wants felt by old and young, gradually its power for good is recognized and citizens willingly co-operate in its improvement. The personality of the librarian becomes an effective influence in the community. He ceases to be considered a watchdog to keep the people away from the books that they may be as little worn as possible, and his advice is more and more sought by the inexperienced.

The problem of the hour is to carry on the education after the elementary steps have been taken in the free public schools. An education system which contents itself with abandoning the child who has left the school is, as Huxley tersely said, as inconsistent and absurd as to teach our children the expert use of the knife, fork and spoon, and then provide them with no food.

Carnegie Gifts for 1906.

The following are the gifts made by Mr. Carnegie in 1906 for Public Libraries in Ontario: Dresden, \$8,000; Milton, \$5,000; Perth, \$10,000; Picton, \$12,000; Bracebridge, \$10,000; Gravenhurst, \$7,000; Oshawa, \$12,000; Wallaceburg, \$11,500; Kincardine, \$5,000; Kemptville, \$3,000; Hanover, \$10,000; Orangeville (additional), \$2,500.

Preparing Books for the Shelves.

In many of the smaller libraries I find that the books are disfigured in preparing them for the shelves. A black japan can be purchased with which a background is first made. When the japan is dry the lettering and numbering can be completed with artist's white paint. This system produces uniformity in appearance and is reported by librarians to wear exceedingly well.

Repairing Books.

Owing to the low price at which books are now sold the binding is frail and frequently defective. In many small libraries no attempt is made to repair the books, consequently they soon become ragged in appearance and the life of the book is comparatively short. This department has secured samples of adhesive paper and cloth with which the librarian is able to make necessary repairs in the first stages, thus improving the general appearance of the library and doubling the working life of many books. Samples of adhesive paper and cloth will be sent to library boards on application, with the names of dealers and prices.

Assistance.

During the year I have received many valuable hints and suggestions, with practical assistance, from the executive officers of the Ontario Library Association. The President, Mr. Norman Gurd, the Secretary, Mr. E. A. Hardy, and Dr. James Bain, Toronto Public Library, have been constant in their desire to improve the library system of the Province. The Minister of Education fully appreciates their efforts and recognizes the benefits which must follow from a system of consultation between the Association and the Department. Several important problems have been submitted for consideration at the next annual meeting of the Association.

Selecting Historical Books.

I am pleased to note that in the selection of books bearing upon the early history of the original North American Colonies and also the war of 1812, the Book Committees of Ontario libraries are exercising additional care; many works, which in the past were purchased, are now excluded. The tendency of most writers in the United States who deal with international questions is, unfortunately, to laud their own country at the expense of British institutions, and to accept as facts statements which have long since been shown to be false. Traducing the memory of United Empire

Loyalists has been a favourite theme with such authors. The greatest care should be taken to prevent the circulation of books of this character through the medium of our Public Libraries.

Books Presented.

During the year Messrs. Charles Scribner & Sons, New York, presented this Department with 142 volumes, including History, Fiction, Literature, Natural History, Art and Pedagogy. The collection is a valuable one and has been transferred to the Education Library, where it can be inspected by intending purchasers for Public Libraries in the Province.

Some Public Libraries in Ontario

For the assistance of Library Boards contemplating the erection of new libraries the accompanying half-tone illustrations, floor plans and descriptions have been prepared showing some of the modern Public Libraries of the Province. The list is not complete, owing to the difficulties experienced in securing photographs and blue prints.

THE SARNIA FREE PUBLIC LIBRARY.

The Sarnia Free Public Library was completed and formally opened on the 26th of November, 1903. The building is of stone and red pressed brick with cut stone trimmings, a metal dome and slate roof. The size of the building is 65 x 80. In the basement is an auditorium 32 x 42, men's smoking room 19 x 19, men's lavatory, cloak room, furnace and coal room, and a storage room 22 x 22; there is also a large room 62 x 40 which is unused at present, but will be put to such uses as the needs of the Library may develop.

The auditorium may be used by any body of a public or semi-public nature, without charge. The Historical Society, The Children's Aid Society, The Medical Association, The Camera Club, and a number of literary and other societies regularly meet in this room.

The smoking room is supplied with newspapers and tables for chess and checkers are provided.

The rooms on the main floor are a General reading room 35 x 20, a Children's room 20 x 20, a Board room 12 x 19, Rotunda 22 x 22, the Librarian's office, ladies' lavatory and a combined stack and reference room 30 x 54.

The Children's room contains all books for juveniles on shelves around the walls. These books may be taken for reading in the room without the intervention of any attendant, or, if desired for home use, a book is taken to the Librarian's counter and charged against the borrower. In the Children's room the chairs and tables are graduated in size so as to accommodate children of all ages. The walls are hung with pictures and the tables are supplied with children's magazines and periodicals.

The Librarian's counter projects into the rotunda, thus giving him supervision of all rooms on the main floor. The Board room is also used for small public meetings, when it is not necessary to use the auditorium. The Medical Association has its own library on shelves around the walls of this room.

The west wing of the stackroom is for reference books. The width of the aisles between the stacks is 5 feet. Chairs and tables are provided for those desiring to read in the stackroom.

The interior finish and fittings are in oak. The floors are maple. Book stacks are steel, 8 feet in height, with the exception of the Children's room, where there are oak wall cases.

Provision was made in the original plan for increasing the capacity of the stackroom. After moving into the building the stackroom was found to be too small, and in 1905 a second application was made to Mr. Carnegie for \$5000.00 to enlarge this room. The total cost of the building exclusive of lot was \$20,000.00.

The furniture, which is of special library design, cost \$1,500.00. The building is heated by hot water, with grates in a number of the rooms. This system has proved most satisfactory, the consumption of coal not exceeding 25 tons a year.

In 1902 the Board received \$15,000.00 from Mr. Carnegie, and in 1905 \$5,000.00.

The Board in 1902 applied through the Mayor to Mr. Carnegie for a grant for a Library building. Mr. Carnegie offered \$15,000.00, provided the Council guaranteed an income of not less than ten per cent. of the gift, and furnished a site. The Council accepted this offer by resolution, a certified copy of which was sent to Mr. Carnegie.

A site was given on Victoria Park. The grant was paid to the Library Board on progress certificates from the architect.

In 1905 a second application was made to Mr. Carnegie by the Board directly, for \$5,000.00 to enlarge the stackroom. This was granted on the usual terms.

At the time of the opening of the Library the Board was composed of R. J. McArthur, Chairman; J. J. Spereman, Secretary; Mayor Barr, Rev. J. R. Hall, Robert MacAdams, H. W. Mills, D. D. Moshier, M. Sullivan, and Norman Gurd. The staff consisted of William Sweet, Librarian; Patricia Spereman, Assistant Librarian, and Arthur Payne, Janitor. Free access to all books was inaugurated in 1903, and has been permitted ever since. There is no age limit, but children cannot become members without the consent of parents.

The system of classification in use is the Dewey Decimal system, with card catalogue.

Since moving into the new building the Board has devoted special attention to the Library's work for children. Books suitable for children in every department of literature have been freely purchased, so that the children's library is now an epitome of the adult's. The Assistant Librarian has been given special charge of the children's work. The policy of the Board has not been to send out Travelling Libraries to the schools, but rather to bring the children to the Library. The Board has secured the co-operation of the teachers, who attend at the Library and make lists of suitable books for the different forms. Copies of these lists are given to the children's librarian. Scholars in each form are given lists of books to be read during the term. Some of the teachers also bring their scholars to the Library. Suggestions are also received from the teachers as to suitable books which should be added to the Library.

The Library Board publish reviews of important books in the town papers. These reviews are written by people who are especially interested in the subject covered.

No fees are collected from borrowers for cards or otherwise, except by way of fines for injury to books or for keeping books overtime. Any resident of the town, on signing an application may become a member without a guarantor, whether he is a property owner or not. Two books may be drawn at one time, provided only one is fiction.

The only serious defect in the building was the small stackroom. This was remedied by the extension before referred to.

GODERICH PUBLIC LIBRARY.

Library completed: January, 1905.

Library opened: March 3rd, 1905.

Materials used in building: Stone and red brick.

The building is triangular. The three longest sides are 35-26 and 25 ft.

Basement: Lecture room, Gymnasium, Coal room, Furnace room.

Height of ceiling in basement: 11-6.

Ground floor:

General Reading room: 28x24.

Ladies' Reading room: 25x21.

Stack room: 31x22.

Board room: 22x18.

Ladies' Toilet room.

Height of ceiling: 18 ft.

Second floor:

Six rooms in this flat; height of ceiling: 10 ft.

Wood used for interior finish: Pine and ash.

Wood used for fittings: Oak.

Book stacks: Oak.

Height of stacks: 6-6.

No provision made for increasing capacity of stack room.

Cost of building exclusive of site: \$9,273.

Cost of furnishings: \$900.

System of heating: Combination of hot water and hot air.

Defects: In severe weather one furnace is not sufficient.

Gift from Mr. Carnegie: \$10,000.

The late Mr. A. J. Moore, one of the staff of the Collegiate Institute, and also Secretary of the Library Board, suggested securing a grant from Mr. Carnegie. A meeting of the ratepayers was held and endorsed the suggestion and the gift was secured on the usual conditions, and the contract for the building let April 11th, 1903.

Members of the Library Board when library was opened:

W. T. Murney, Mayor; James Robertson, John Kernighan, Rev. Joseph Elliott, J. Elgin Tom, James H. Ligert, H. D. Reed, Judge Doyle, J. D. O'Connell.

Official staff at time of opening:

J. E. Tom, Chairman.

J. Kernighan, Treas.

D. J. Naftel, Sec.

Andrew Duff, Librarian.

Free access to the books is not permitted.

Age limit: 12 years.

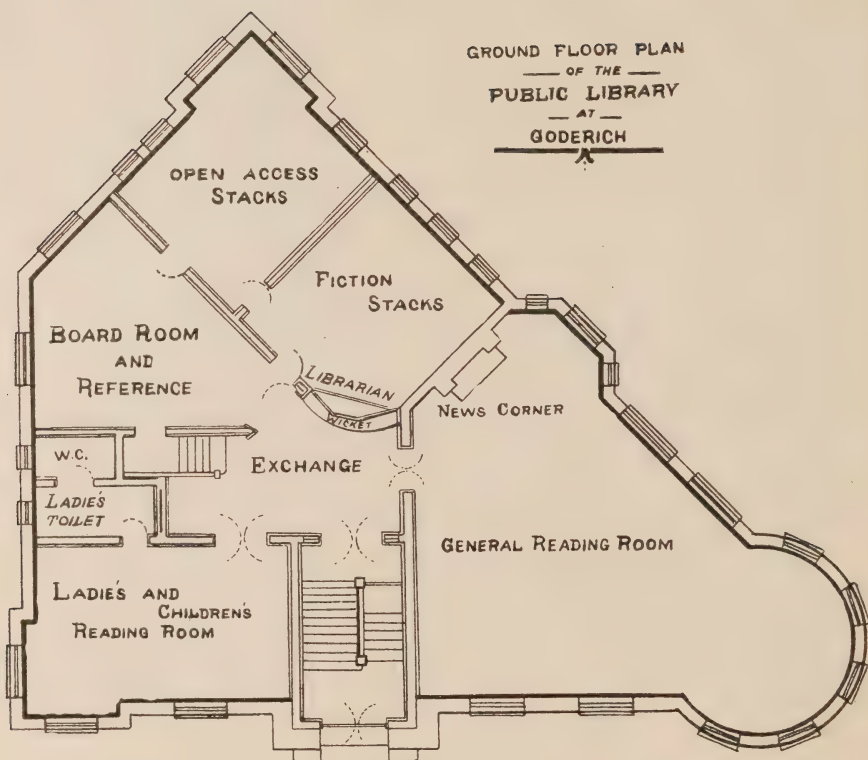
A printed catalogue is used.

The building is defective; the librarian is not able to see into the reading room from the delivery desk.

15a ED.



Goderich Public Library.



ST. CATHARINES PUBLIC LIBRARY.

Library completed in 1904.

Library opened Jan. 2nd, 1905.

Materials used in building: Pressed brick and Roman stone.

Woods used for interior finish: Red birch and oak.

Wood used for fittings: Red birch.

Material used for stacks: Pine and red birch.

Height of stacks: 7-2.

No provision made for increasing capacity of stack room.

Cost of building exclusive of lot: \$25,000.

Cost of furnishings: \$3,000.

System of heating: Steam.

Gifts from Mr. Carnegie: \$25,000.

Members of Library Board at time of opening:

Dr. E. M. Hooper, Chairman; Geo. C. Carlisle, Sheriff Dawson,
J. H. Ingersoll, James Lawrence, A. W. McMaugh, Mayor
Sweet.

Official staff at time of opening:

James Douglass, Sec.

A. S. Martin, Librarian.

Miss L. E. May, Assistant Librarian.

Joseph Marriott, Caretaker.

Free access to books not permitted.

There is no age limit.

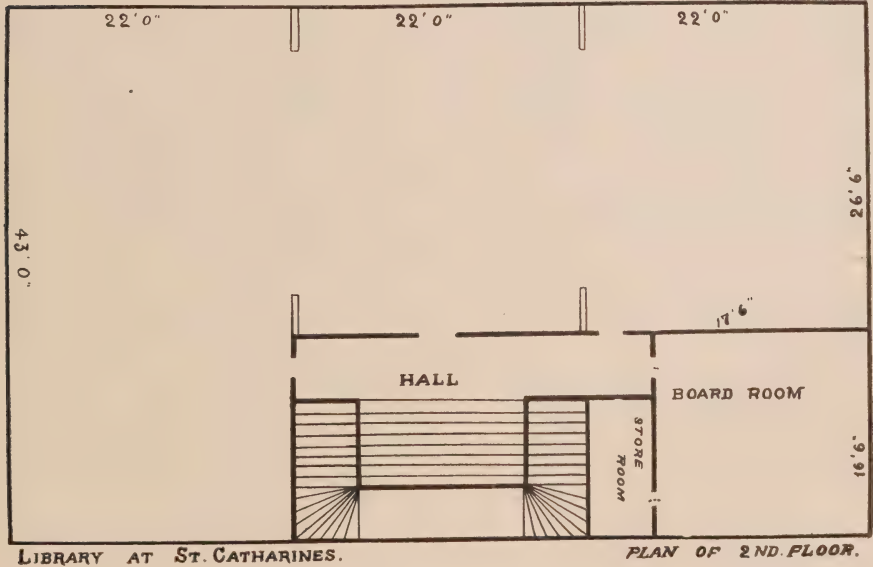
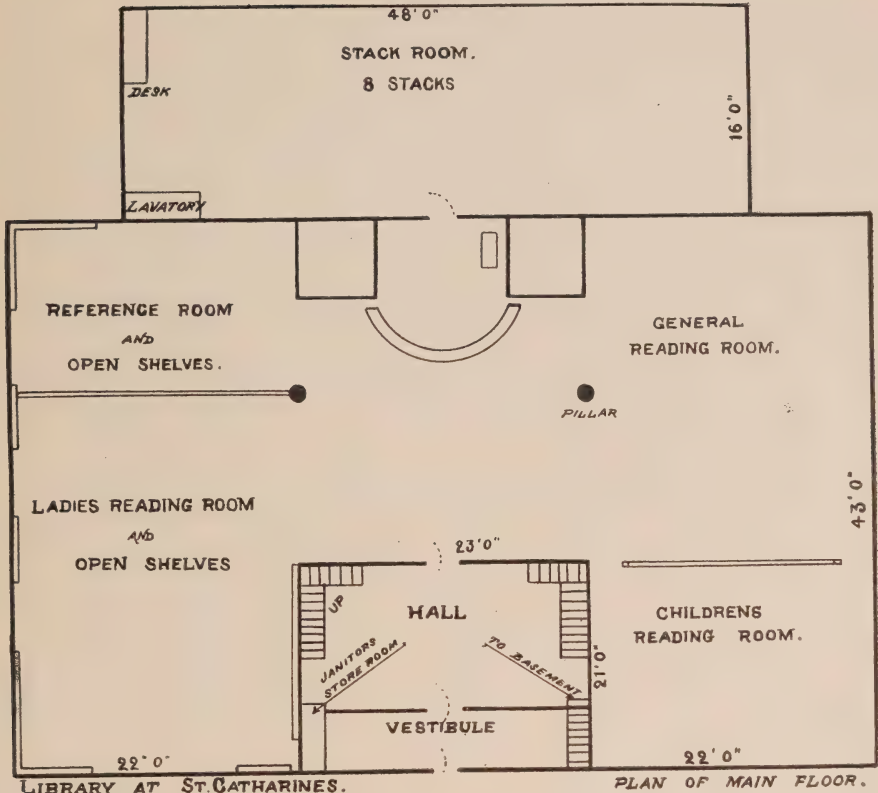
System of classification: Dewey decimal.

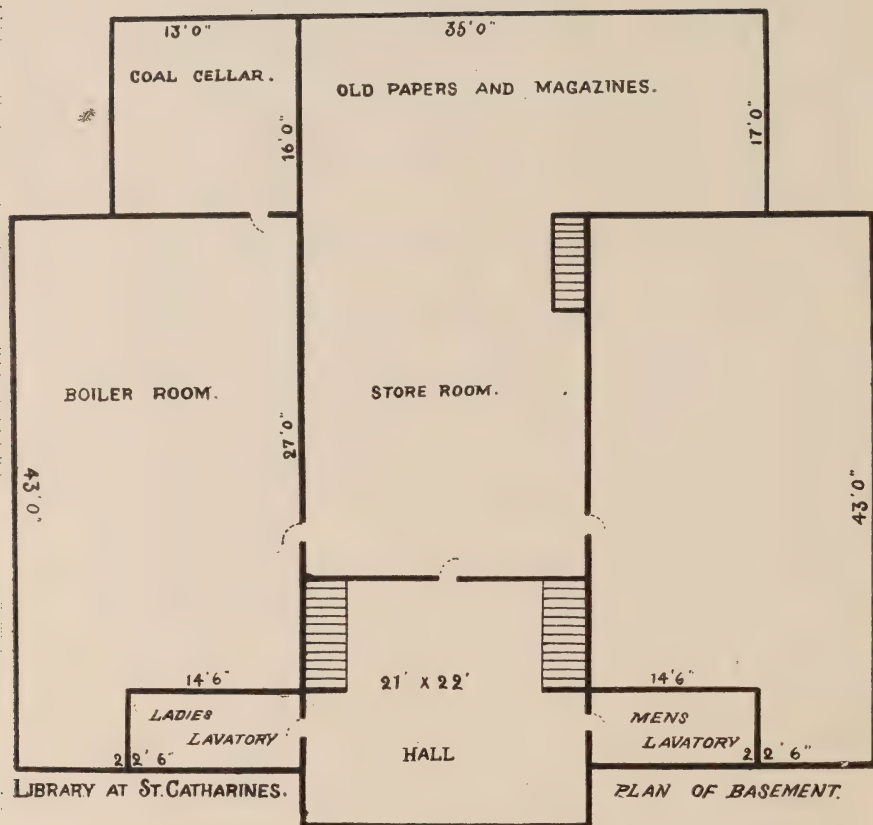
Card catalogue in use.

Defects in library: Stack room too small for increase of library.



St. Catharines Public Library.





NEW REFERENCE LIBRARY BUILDING, TORONTO.

After a prolonged discussion of the relative merits of sites with the Board of the Toronto Public Library, the City Council undertook to provide a site for the New Reference Library on the north-west corner of College and St. George Streets. The property decided upon measures 234 feet on College Street and 364 feet on St. George, thus providing ample accommodation for future extension of the proposed building if required.

Early in 1905 the Board prepared a programme of competition for the selection of an architect, and fixed the 31st January as the date upon which the plans were to be sent in, and offered \$750 as prizes to be divided among the three most worthy. The judges were the Mayor, a member of the City Council and Public Library Board, the Chief Librarian, City Architect and a non-competing architect to be chosen by others. This Committee, after a number of meetings, reported in March 2nd, 1906, that they had not found any plans which filled the required conditions and recommended that no prize be awarded, but that the sum of \$1,000 be divided among the four which, in their judgment, were the most satisfactory, and also that the four architects whose plans were thus chosen were to be asked to modify them in accordance with certain conditions specified. Of the modified plans sent in, in accordance with this recommendation, the committee chose those prepared by Messrs. Wickson, Gregg and A. H. Chapman, and their action was promptly confirmed by the Board.

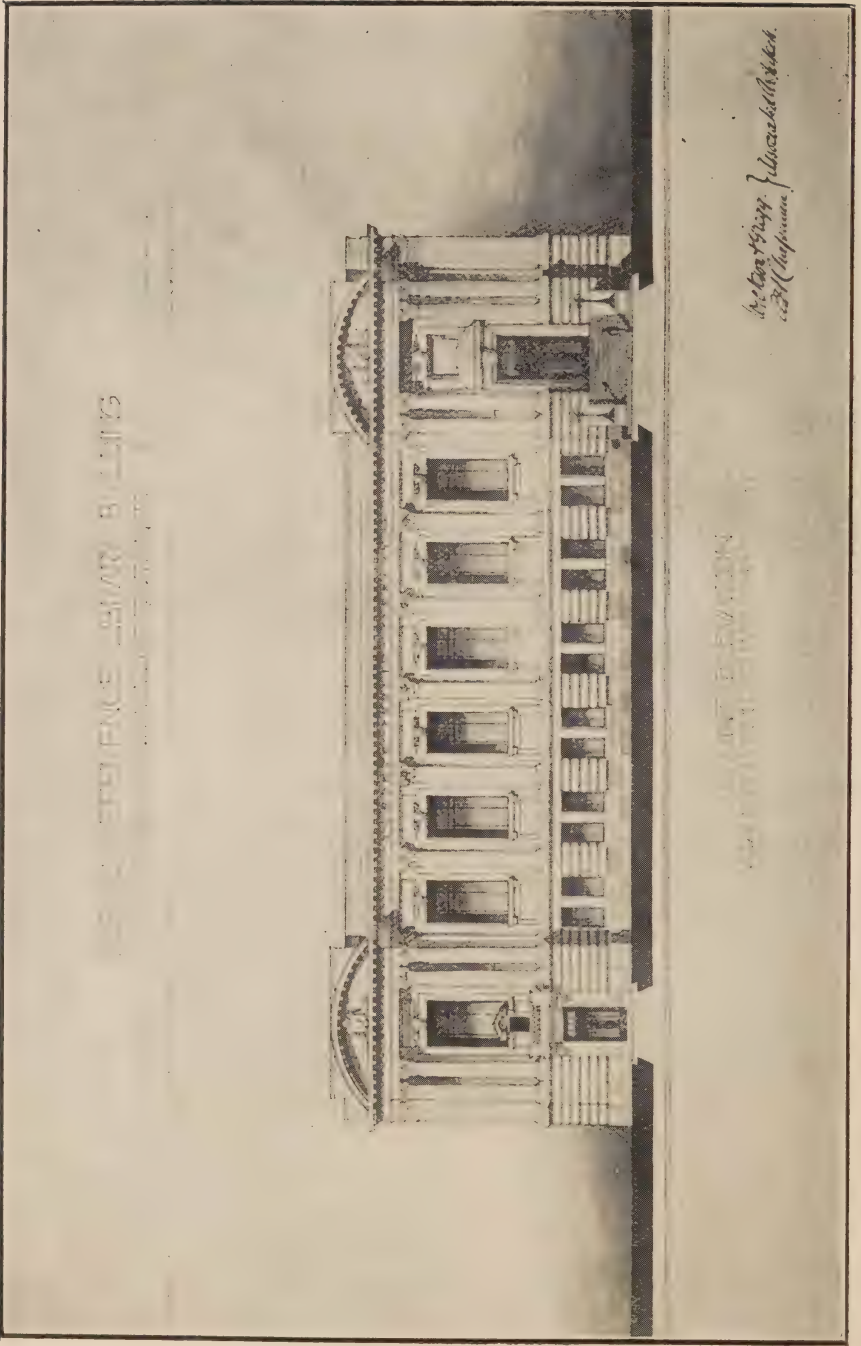
Working plans were prepared during the summer of 1906 and tenders invited in the month of October. The different portions of the work were awarded to the following contractors:—

Excavation—Page & Co.	\$3,500 00
Masonry and Brickwork—Brown & Love	68,720 00
Concrete and Cement—A. Gardner & Co.	24,820 00
Terra Cotta—Excelsior Terra Cotta Co., New York	12,540 00
Carpenter and Joiner—Charles Rogers Sons & Co.	14,350 00
Painting and Glazing—Joseph McCausland & Son	5,990 00
Plastering—Hoidge & Sons	32,968 00
Roofing and Sheet Metal—A. B. Ormsby, Ltd.	3,240 00
Steel Work—McGregor & McIntyre, Ltd.	8,884 00
Electric Wiring and Telephone—W. J. McGuire & Co.	5,030 00
Stack Work—Snead Co. Iron Works, Jersey City	31,400 00
Plumbing—J. E. Gray	2,464 00
Steam Heating—W. J. McGuire & Co.	15,600 00
Elevators—Turnbull Elevator Mfg. Co.	1,475 00
	<hr/>
	\$230,981 00

The Corner Stone of the new building was laid by the Hon. Chief Justice Falconbridge, on November 27th, 1906. His Honor the Lieutenant-Governor occupied the chair and a large number of distinguished citizens were present.

The contractors have been active in pushing on their work, and by the 1st January the foundations of the whole building were ready.

As the name chosen by the Board intimates, the new building is for a Reference Library for the City of Toronto, so that its whole character is based on this intention. It is, however, intended to occupy the ground floor with a small branch library of about 10,000 volumes, and a door has been provided on the western end where access is given to this circulating library. A large reading-room with railed divisions will be made separating the reading quarter from the section set apart for the general readers, for teachers



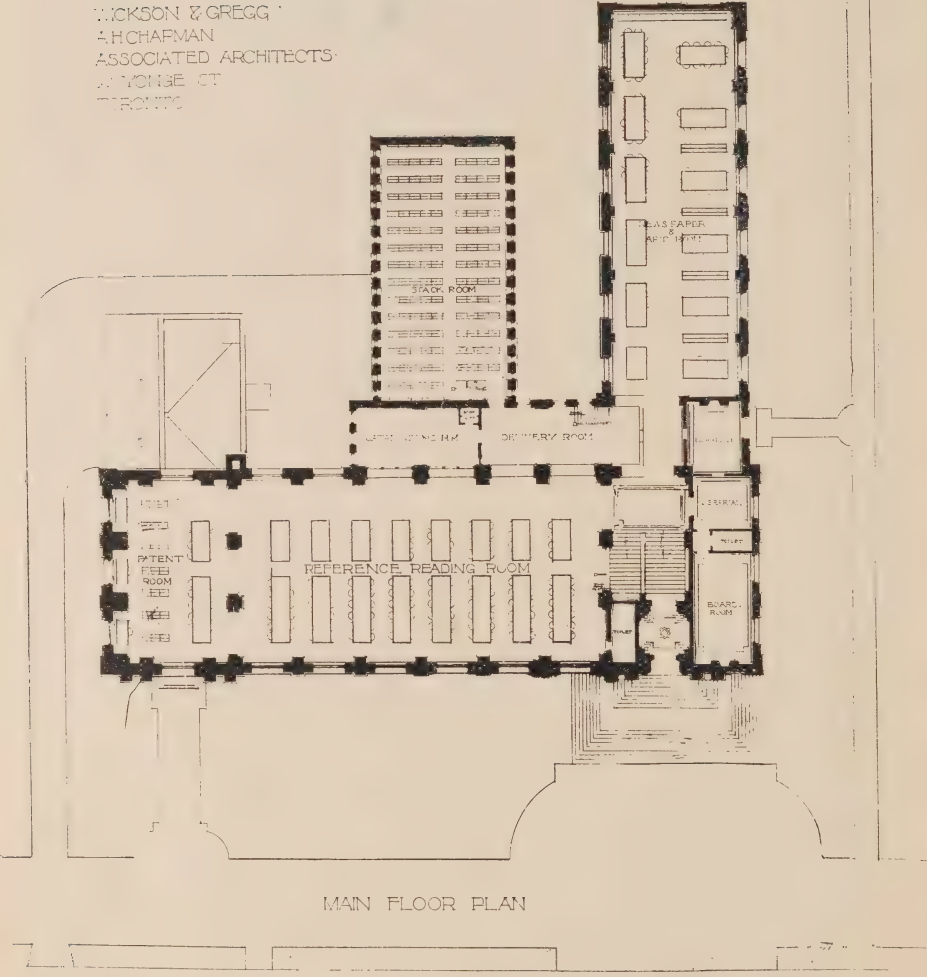
REFERENCE LIBRARY BUILDING

REFERENCE LIBRARY BUILDING

Wm. Lloyd Garrison, President of the
A. S. (Chapman)

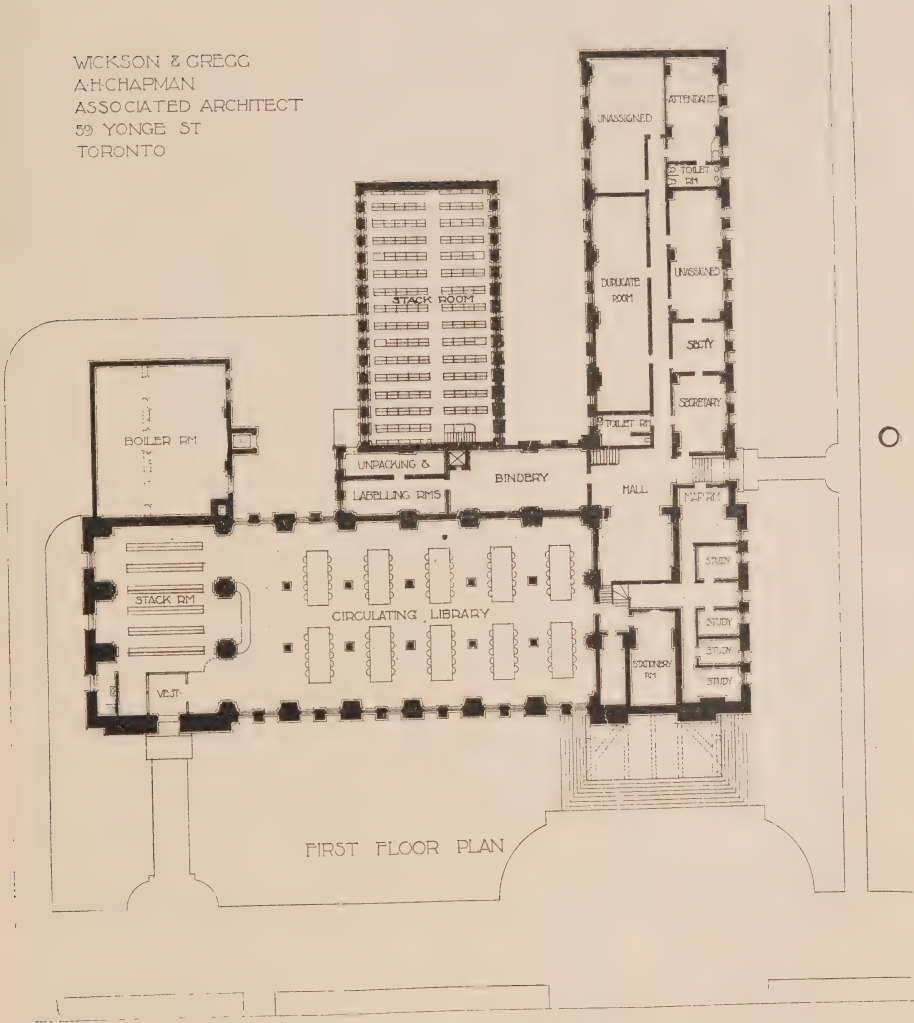
PUBLIC
REFERENCE LIBRARY
FOR THE
CITY OF TORONTO

WICKSON & GREGG
A. H. CHAPMAN
ASSOCIATED ARCHITECTS
111 MONGE ST
TORONTO



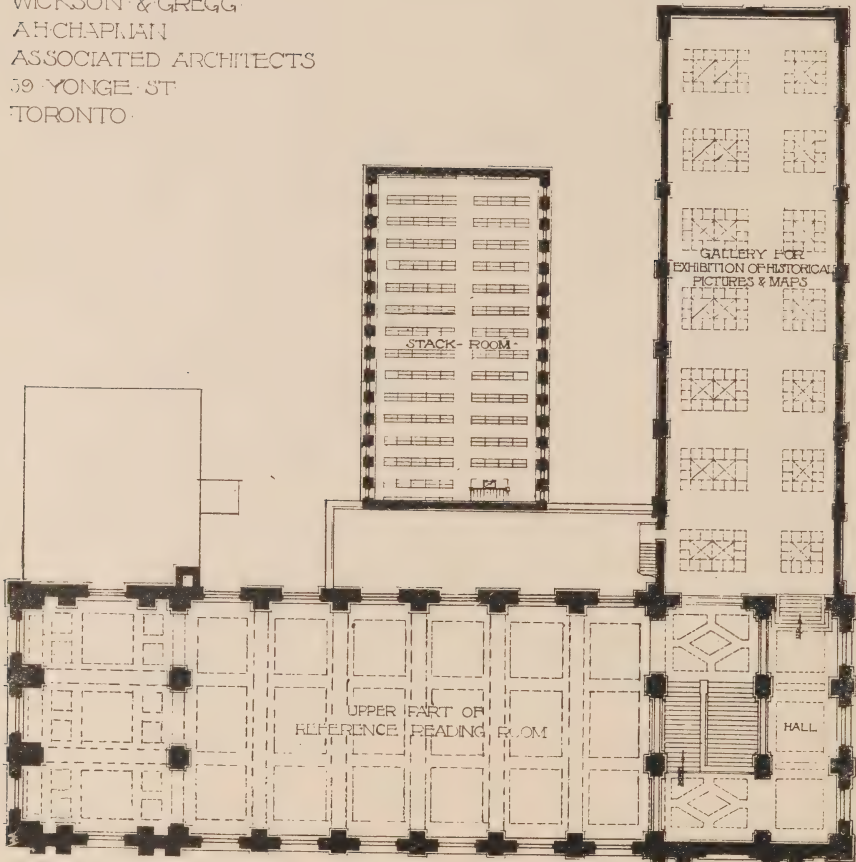
PUBLIC
REFERENCE LIBRARY
FOR THE
CITY OF TORONTO

WICKSON & GREGG
A.H.CHAPMAN
ASSOCIATED ARCHITECT
59 YONGE ST
TORONTO

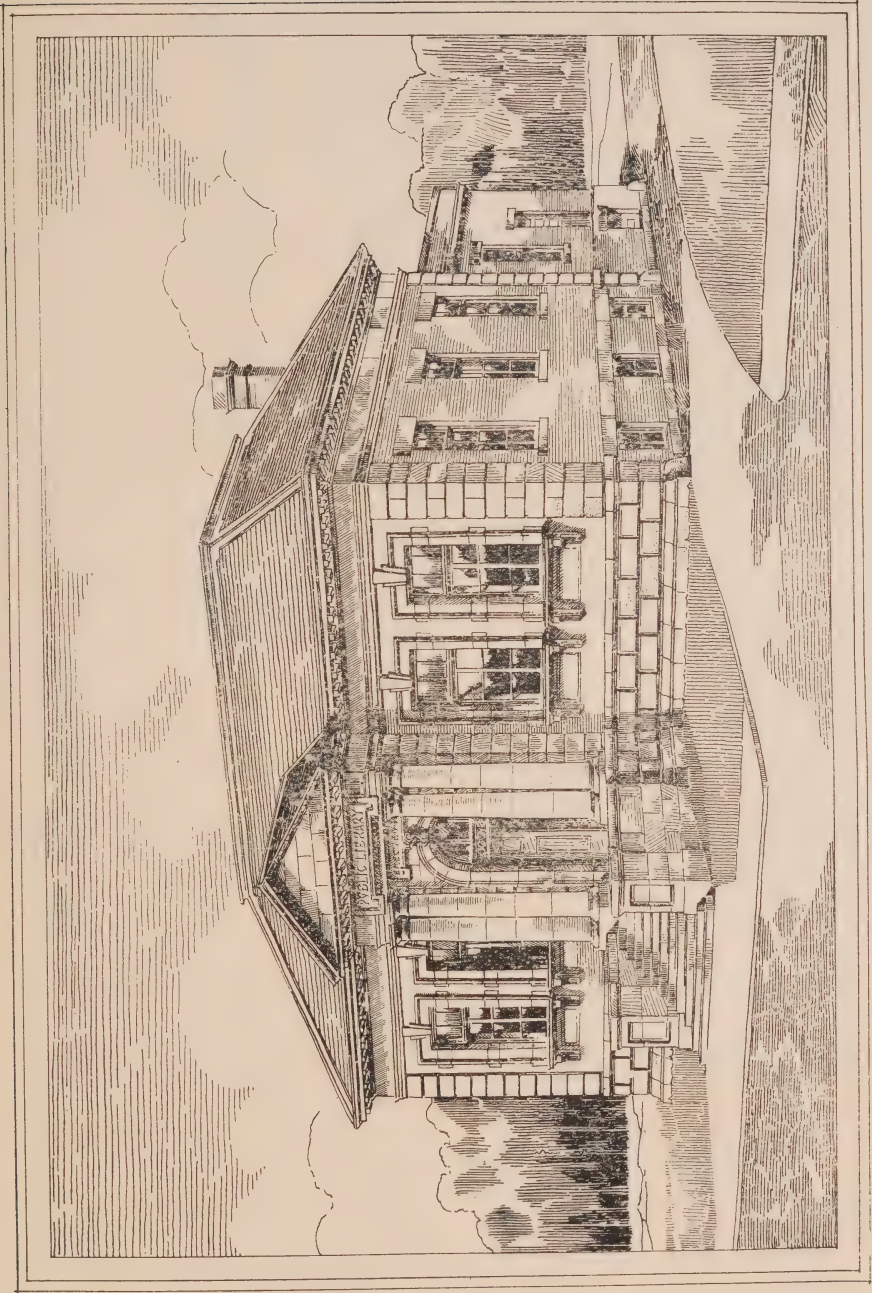


PUBLIC
REFERENCE LIBRARY
FOR THE
CITY OF TORONTO

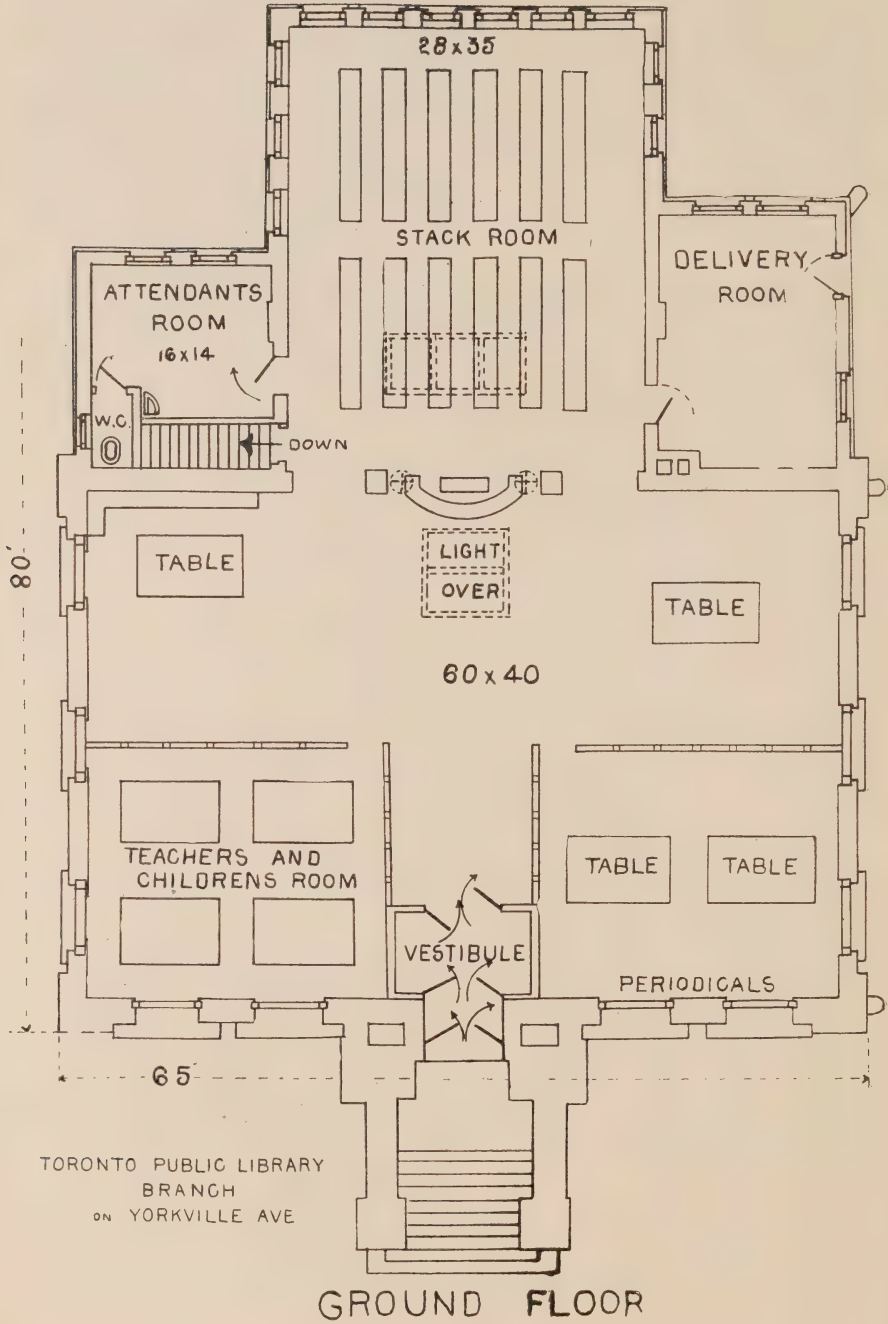
WICKSON & GREGG
ARCHITECTS
ASSOCIATED ARCHITECTS
59 YONGE ST.
TORONTO

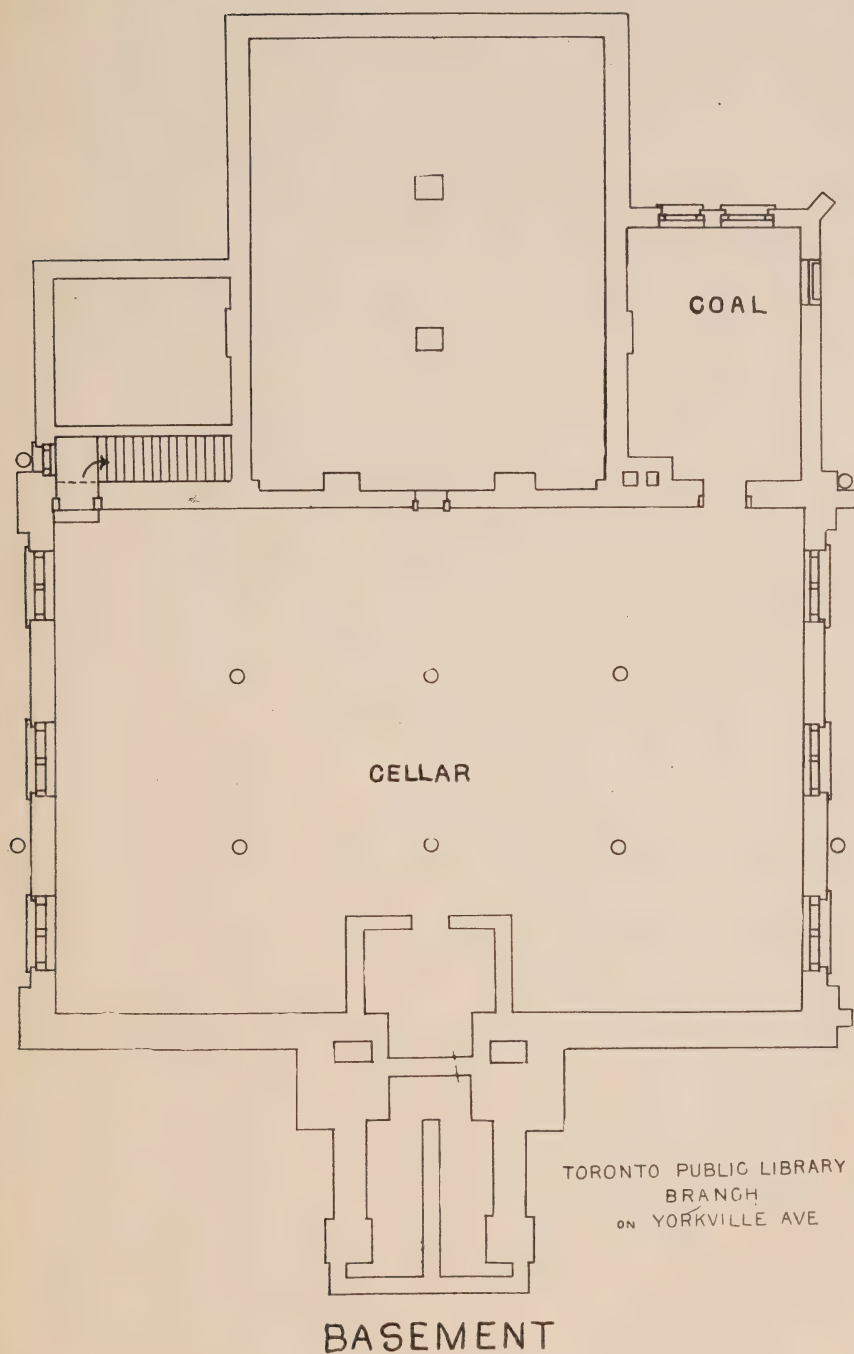


THIRD FLOOR PLAN



The Yorkville Branch Library, Toronto.





and children. The room will be about 16 feet high and lighted from three sides. On the same floor on St. George Street the offices and quarters for the staff will be placed in a series of rooms which will also provide accommodation for duplicates and necessary work-rooms.

The first floor will be attained by a stone stair from the south-east corner of the building, forming the main entrance, which will be devoted entirely to the Reference Library. It includes a large room 136 feet in length by 50 feet in width, and which is intended entirely for the use of readers. Immediately behind the main reading-room are the cataloguing and delivery rooms, and still further back is the main building of the stack-house, 72 x 40 feet. It will consist of five stories of iron and glass construction, amply lighted on both sides and completely isolated from the rest of the building, the only entrance into it being from the rear of the delivery-room.

On the St. George Street side are the offices of the Board and Librarian, and a long gallery for the keeping and use of bound volumes of newspapers and art books. The second story, reached by a staircase from the main hall, is composed of one long gallery facing St. George Street, lighted with skylights, intended for the exhibition of rare maps and local pictures.

The point which differentiates this library from any yet attempted in Canada, and from most in the United States, consists, first, in the almost entire elimination of useless halls and passages, and second, in the centralization of the whole of the work of the library, in the centre of the building, so that the attendants at the delivery desk have complete observation over the entire floor and at the same time are in close touch with the cataloguing-room and stack-house. Third, the stack-house is absolutely fire proof, and the rest of the building is what is called slow combustion. The walls are of brick and stone, the different floors are of iron and cement, so that little else other than the furniture is of wood. Fourth, the cataloguing-room is immediately over the bindery (which is supplied with a hoist) and has on one side the stack-house and on the other, the rear of the card cataloguing case. Fifth, the plan provides for any extension on its present site, without interfering with the light or safety. The stack-house and reading-rooms are estimated to hold about 300,000 volumes, and the cost, including architect's fee, will be about \$260,000. The amount given by Mr. Carnegie for the building was \$275,000.

BERLIN PUBLIC LIBRARY.

The first steps taken to secure a Carnegie Library for Berlin were taken in 1900, but owing to opposition the matter was dropped. In 1901 an application was made to Mr. Carnegie for a gift of \$15,000, which was granted. When tenders for the building were opened it was found that they exceeded the grant by \$4,000. A second application for this sum was made and also granted. A further sum of \$4,000 was given for furnishing the building. The corner stone was laid October 15th, 1902, and the library formally opened January 9th, 1904.

The members of the Board at that time were:—

Rev. W. A. Bradley, B.A., Chairman.

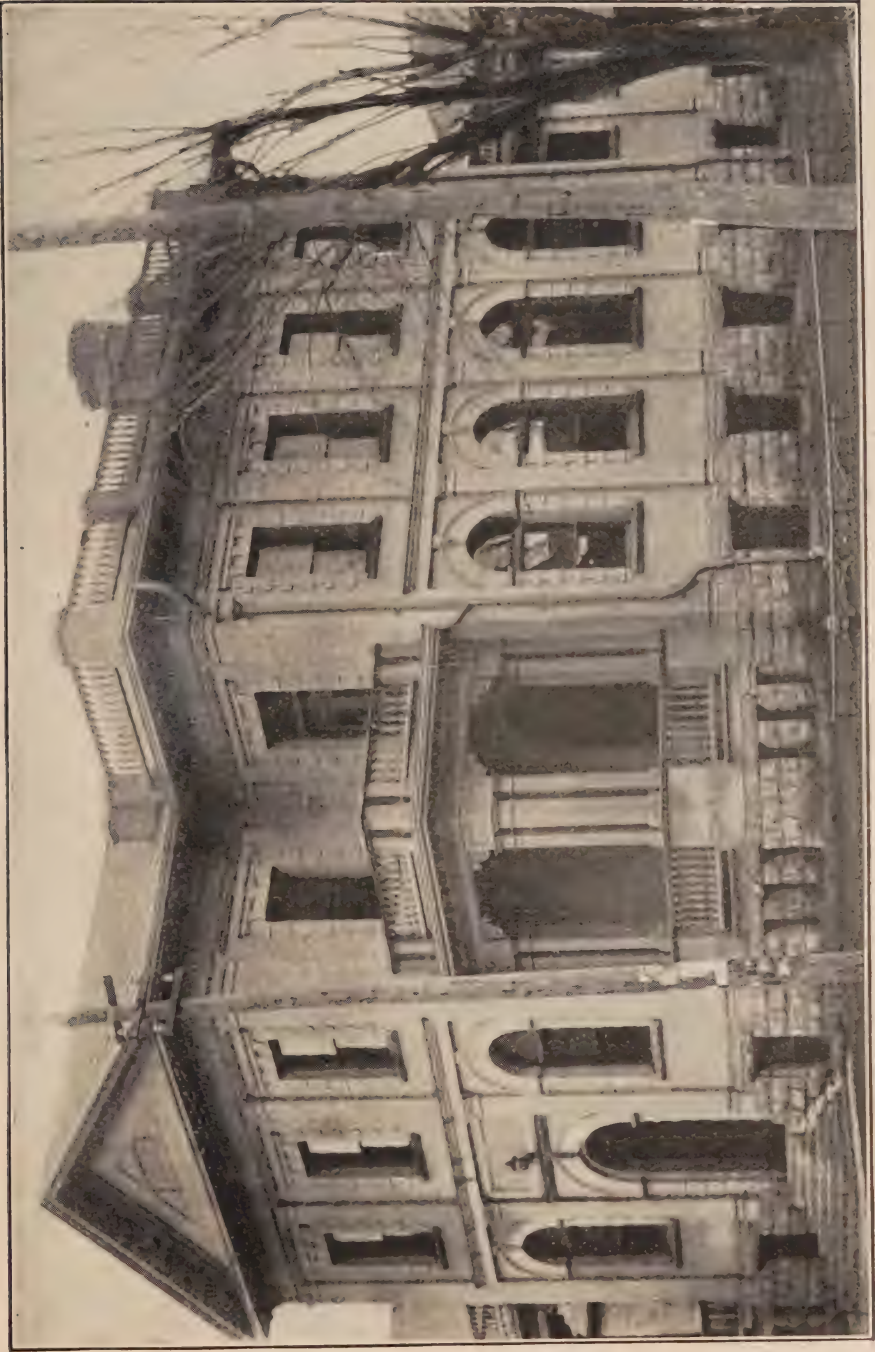
D. Forsyth, B.A., Secretary.

Rev. J. W. German, Rev. R. Von Pirch, Rev. Jos. Schweitzer,
Robert Smyth and Karl Mueller.

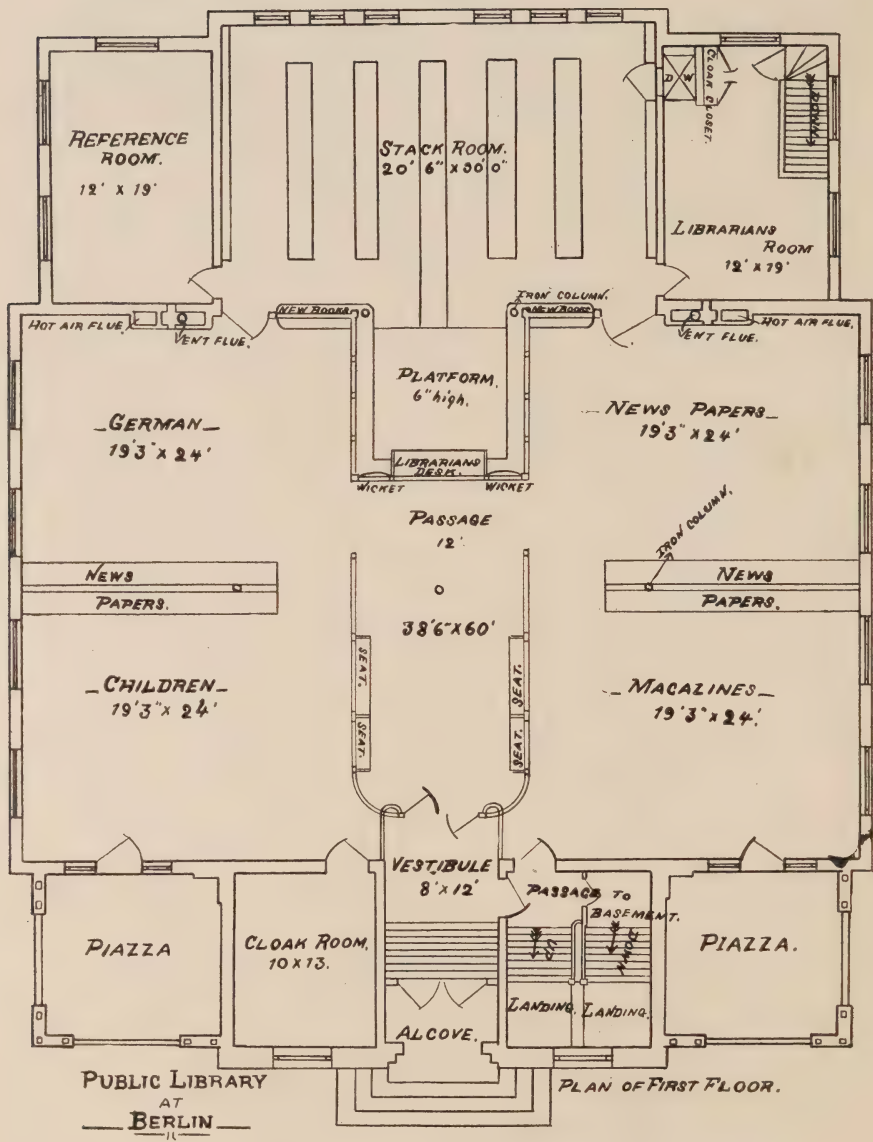
Effie A. Schmidt, Librarian.

Library completed January, 1904.

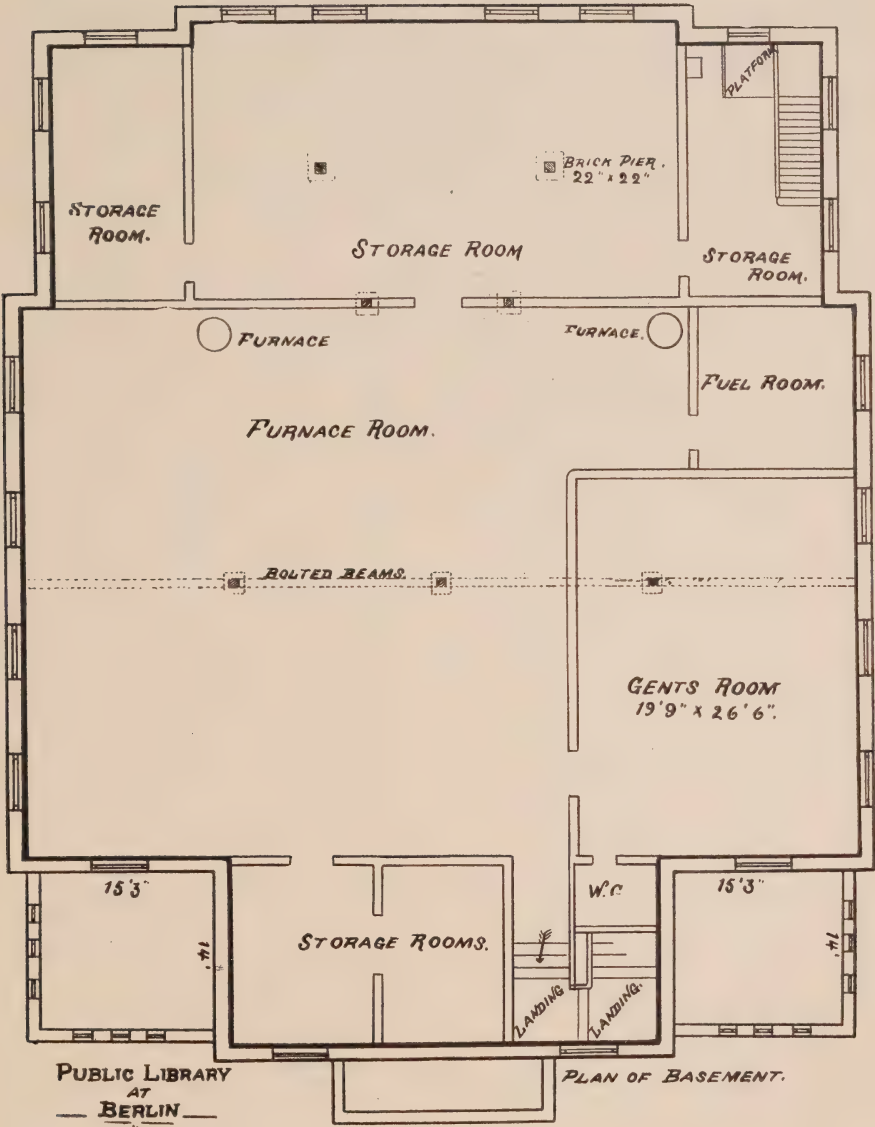
Material used in building: Pressed brick.

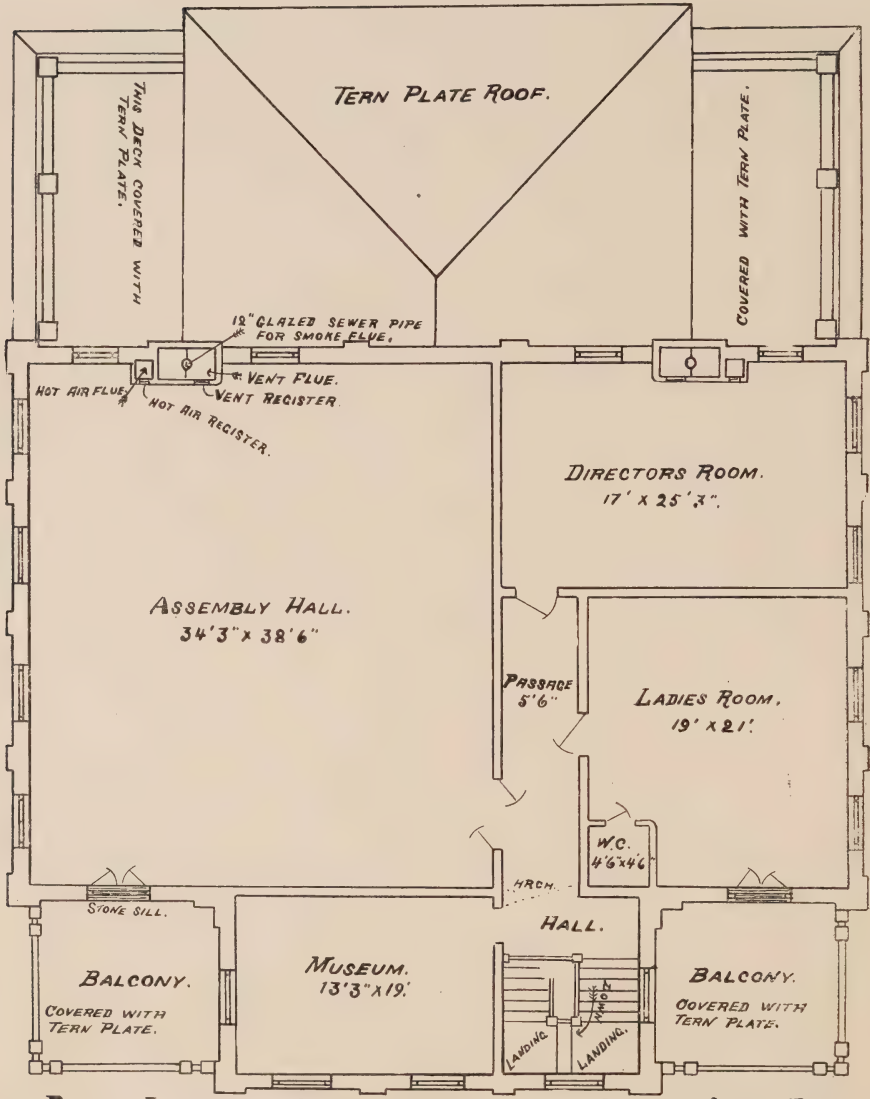


Berlin Public Library



PUBLIC LIBRARY
AT
BERLIN





PUBLIC LIBRARY AT BERLIN. ——— PLAN OF SECOND FLOOR.

The Basement:—

Smoking room: 16 x 26.

Stack-room: 12 x 30.

Furnace-room: 39 x 40.

First Floor:—

Reading room: 60 x 39.

Study: 18 x 12.

Librarian's room: 18 x 22.

Stack room: 20 x 29.

Cloak room: 11 x 10.

Large entrance.

The reading room is divided as follows:—

German department and children's department on one side of the entrance. Magazine and newspaper department on the other side.

Second Floor:—

Museum: 13 x 20.

Lecture hall: 34 x 39.

Board room: 17 x 25.

Women's Club: 19 x 21.

Material used in finishing: Quarter-cut oak.

Material used in furnishings: Quarter-cut oak.

Height of stacks: 7 feet.

Provision has been made for increasing capacity of stack room.

Cost of building, exclusive of furnishing: \$20,000.

Cost of furnishings: \$4,500.

System of heating: Combination.

Low pressure steam heating would be preferable.

Gift from Mr. Carnegie: \$24,500.

Free access is given to all books except fiction.

Age limit: 14 years. Parents can take out cards for children.

Dewey decimal classification in use.

Defects:—

The entrance to the building is too small and not prominent enough for the size of the building. It is the intention of the Board to remedy this defect.

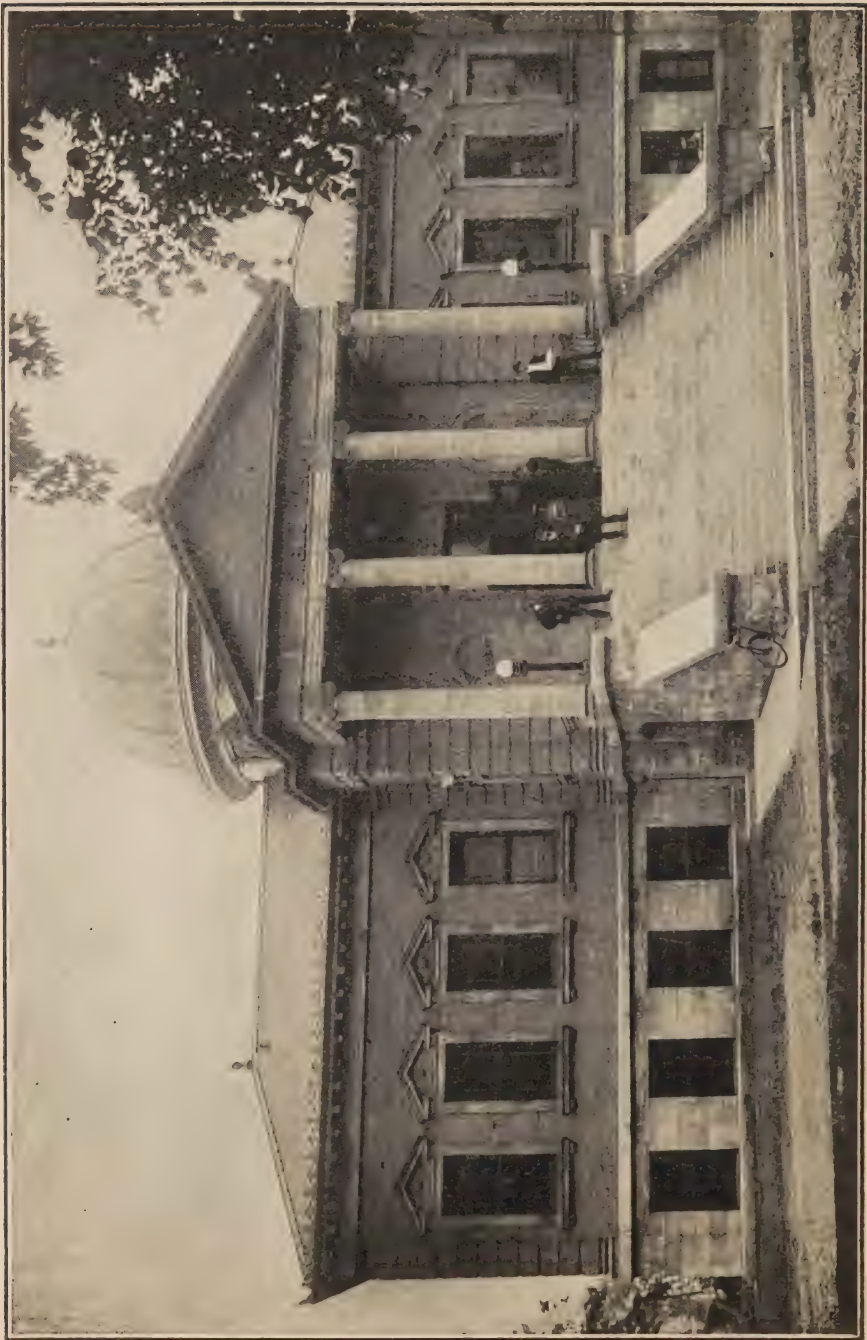
A special catalogue has been prepared for children.

Card catalogue in use.

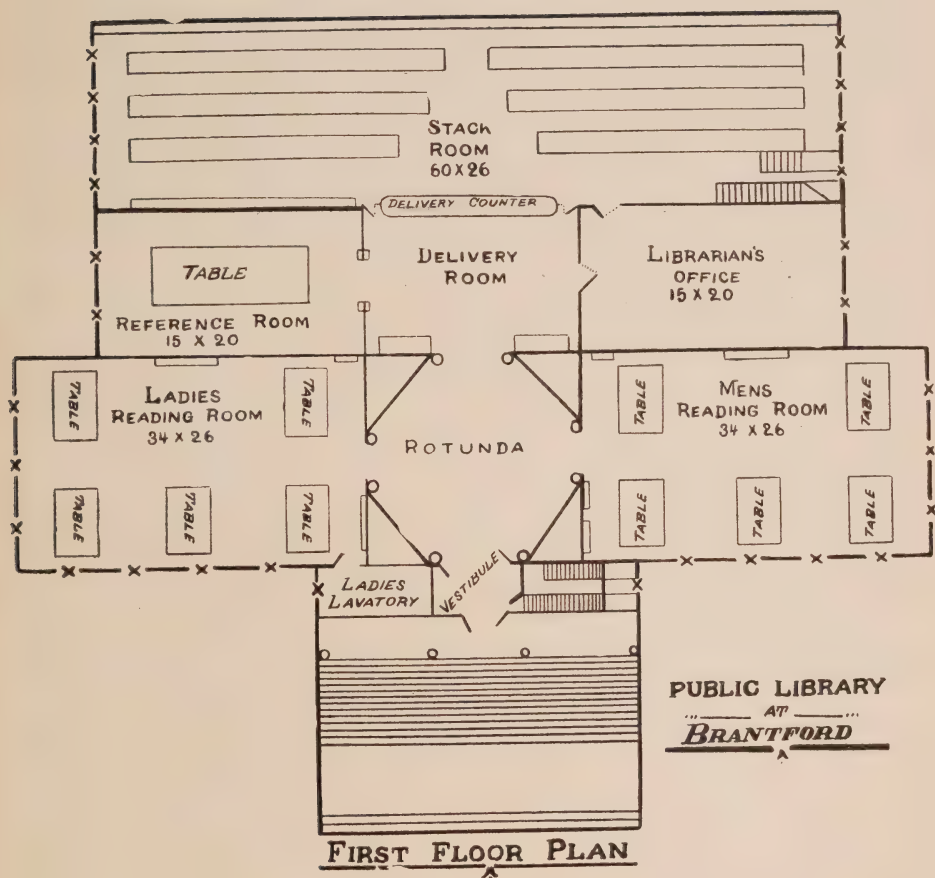
BRANTFORD PUBLIC LIBRARY.

Brantford, according to current report, had a Public Library at an early period of its history, even before the Rebellion of 1837. This event led to its temporary extermination. On or about the year 1853 it was revived. One of the first librarians was the late James Woodyatt, and under his management the library reached a fair degree of prosperity. It was known under the name of the "Mechanics' Institute," and was supported mainly by the fees of members and the proceeds of an annual excursion. In the year 1879 the library was burned and all the records perished.

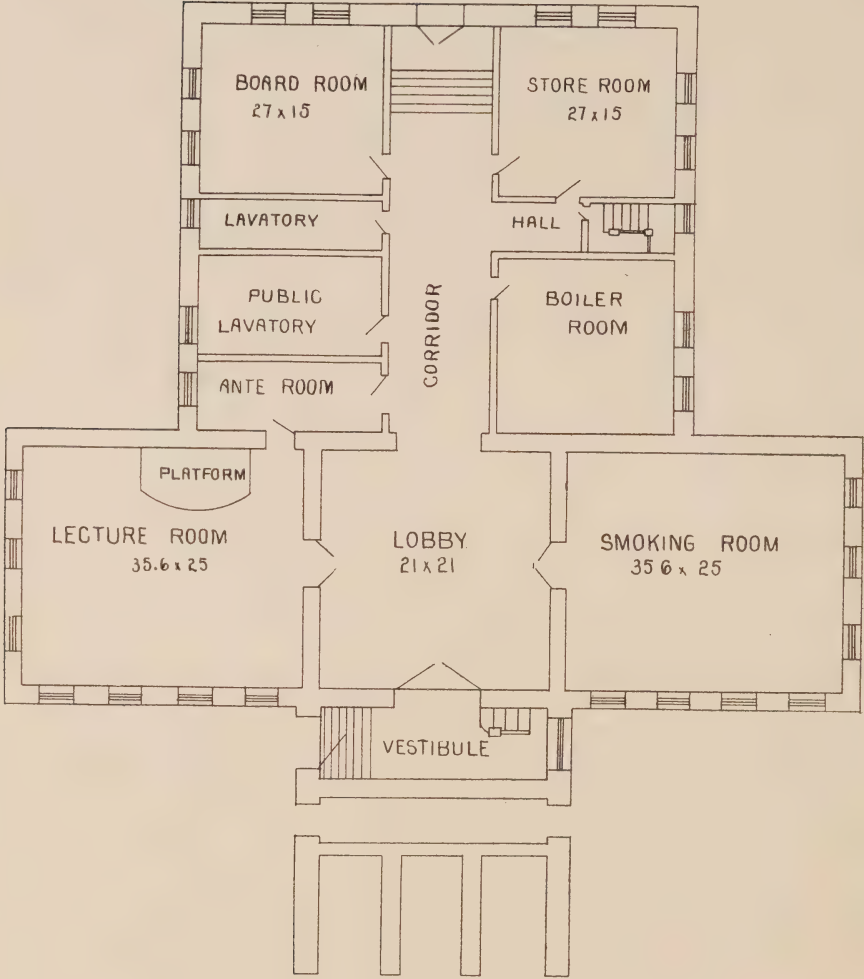
On the passing of the Act of March 1882, providing for the establishment of Free Libraries, the Board of the Mechanics' Institute set about effecting a change, and on the 30th of November, 1883, a petition was put in circulation and articles published in the local papers with this end in view. The necessary by-law passed the council unopposed on December 3rd, 1883,



The Brantford Public Library



BRANTFORD . PUBLIC . LIBRARY .



BASEMENT PLAN

and was voted on and carried on the 7th of January, 1884. The Public Library occupied quarters in the Heyd Block, opposite the Post Office, till July, 1904, when it was moved to the present handsome building opposite Victoria Park.

In the early part of the year 1902 rumours of Mr. Carnegie's benefactions began to circulate. Fortunately his Honor, Judge Hardy, dropped a note of inquiry to the eminent philanthropist, which his secretary speedily answered, offering \$30,000 for the erection of a Library Building if the City of Brantford would pledge itself by resolution of council to support a Free Public Library at cost of not less than \$3,000 a year, and provide a suitable site. The necessary resolution was passed by the City Council, and the by-law to provide for the purchase of a suitable site was passed on the 20th October, 1902, and the George Street site, opposite Victoria Park, was selected. The plans of Messrs. Stewart, Stewart & Taylor, Architects, Hamilton, were accepted and the contract for the erection of the building was awarded to the Schultz Bros. Co., Limited, of Brantford, and the work was immediately proceeded with.

The corner stone was laid on December 16th, 1902, by the Rev. Dr. Mackenzie, Chairman of the Library Board, and the building was completed and ready for occupation on July 1st, 1904.

In March, 1904, the Library Board desired to make alterations of the interior finish of the building and communicated with Mr. Carnegie, asking him if he would make an extra grant of \$5,000 for this purpose. The request was promptly acceded to, thus making \$35,000 the total amount of Mr. Carnegie's grant for the Brantford Public Library.

Members of the Library Board on the date of the opening of the building:—

Rev. Dr. Mackenzie, Chairman; M. J. Kelly, M.D., LL.B., R. S. Schell, Rev. P. Lennon, J. P. Hoag, M.A., Geo. S. Harold, Wm. Culmore, G. H. Muirhead and M. K. Halloran.

The names of the members of the Library Staff:—

E. D. Henwood, Librarian; Miss Fanny E. Lindsay, Miss Estelle Carling, Miss Jennis A. Draper, Assistants, and John Chapman, Janitor.

In the library proper there are eight rooms, including the rotunda, used as follows:—Men's reading room, ladies' reading room, ladies' lavatory, reference room, catalogue room, stack room and librarian's office.

In the basement there are eight rooms as follows:—Men's reading and smoking room, museum, furnace room, work room, board room, private lavatory, men's lavatory and cataloguing room.

Free access to the books is not permitted.

Age limit: 14.

System of classification and cataloguing: We are at the present time installing the Dewey Decimal System.

Cost of building: Building and furniture complete, \$35,250.

System of heating: Hot water.

Defects in present building.

1st. The approach to the front entrance of the building is reached by a flight of 24 stone steps. While this makes a very handsome building I think that for the aged and infirm people who patronize the building it would be an improvement if the library proper had been on the ground floor and the entrance a little above the level of the sidewalk.

2nd. Our reading rooms are isolated, each room being independent of the rest of the building. It can easily be seen that with a limited staff the one room library is much preferable.

3rd. No means were provided for taking out coal ashes, refuse, etc., all of which has to be carried out in boxes.

4th. In the heating of the basement the radiators are suspended from the ceiling and has proved most unsatisfactory, so much so that in severe weather the greater part of the basement cannot be used.

Materials used in building: Brick and Terra Cotta.

Size of building: 96 x 77 feet.

Wood used for interior finish: Quarter-cut oak for library proper; grained pine and quarter-cut oak for basement and fittings.

Material used for stacks: Wood.

Provision has been made in original plan for increasing capacity of stack room.

Cost of building and furnishings: \$35,250.

Gifts from Mr. Carnegie: \$35,000.

BROCKVILLE PUBLIC LIBRARY.

Library completed: July 1st, 1904.

Library opened: August 13th, 1904.

Material used in building: Pressed red brick, grey stone with slate roof.

Size of building: 61 x 65.

The Basement:—

Lecture hall: 27 x 47.

Ash room: 5 x 10.

Boiler room: 10 x 16.

Coal room: 5 x 14.

Receiving room: 7-6 x 34.

Store room: 12 x 18.

Ladies' toilet room: 6 x 12.

Gentlemen's toilet room.

First Flat:—

General reading room: 26 x 28.

Reference room: 17 x 26.

Stack room: 26 x 28.

Librarian's room: 10 x 17.

Toilet room: 6 x 8.

Entering the building at the main (corner) door on the ground floor the corridor is 8 x 20. The corridor where the books are distributed is 8 x 28; the corridor at the side entrance is 10 x 10.

The height of the ceilings are: For ground floor, 18 ft., and for basement, 10 ft.

System of heating: Hot water.

Material used in stacks: Steel.

Height of stacks: 7 feet, 6 inches.

Material used in finishing building: Quarter-cut oak.

Material used in furniture: Quarter-cut oak.

Provision has been made for increasing capacity of stack room.

Cost of building, exclusive of lot: \$15,447.

Cost of furnishing: \$1,698.

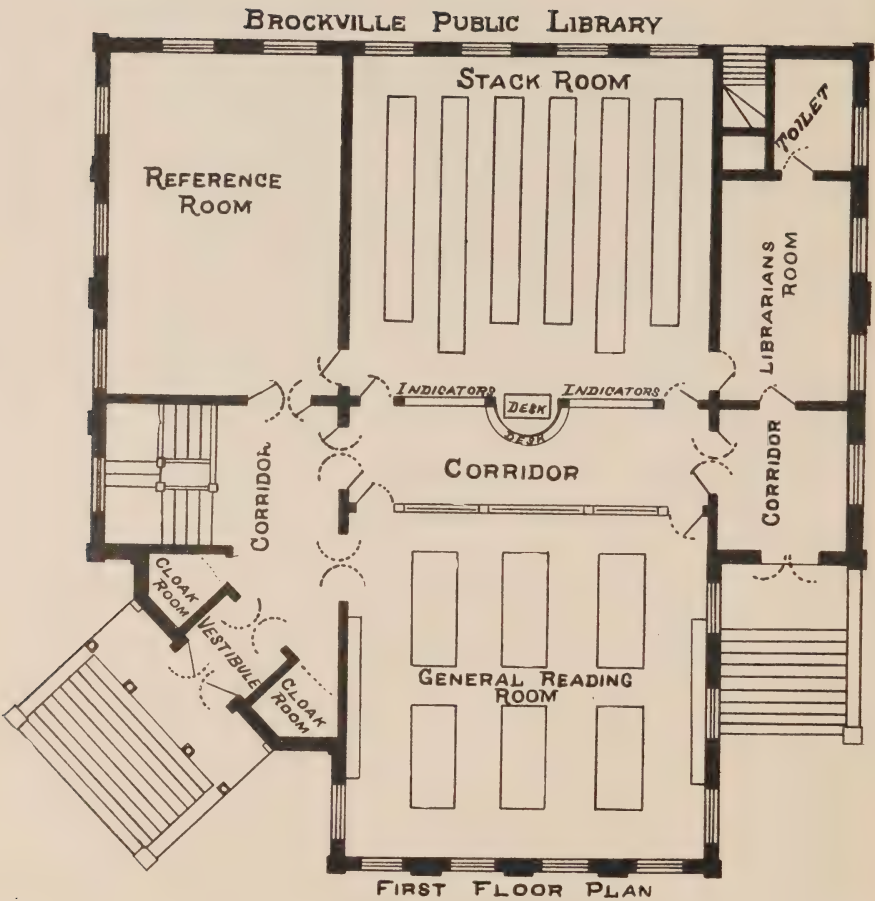
Gift from Mr. Carnegie: \$17,000.

Names of persons on Library Board when Library was opened:—

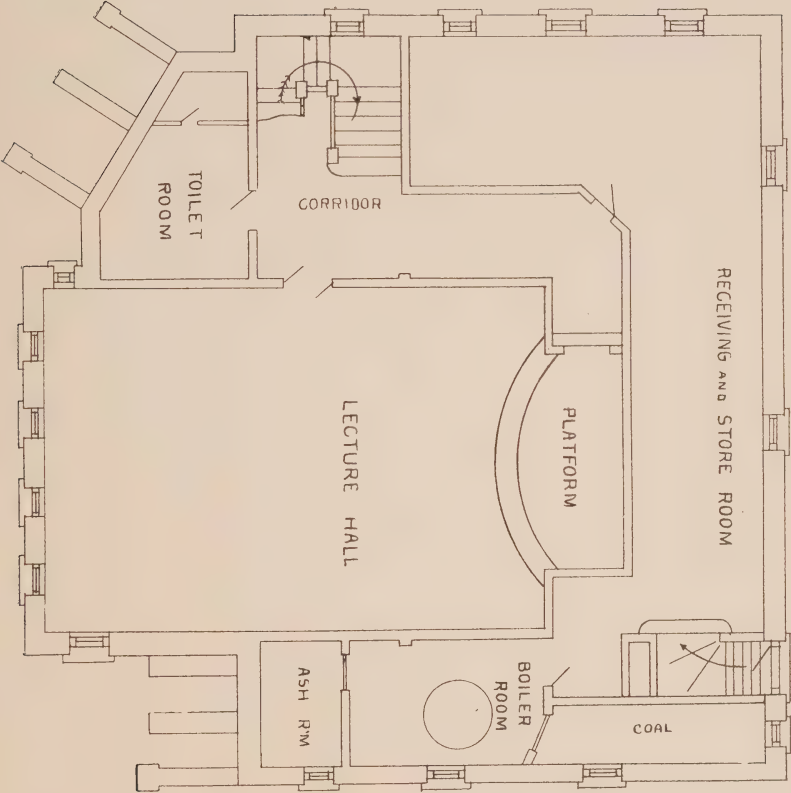
Rev. H. H. Bedford Jones, R. H. Lindsay, Judge H. S. McDonald, Dr. A. J. Macaulay, Albert Abbott, Robert Laidlaw, W. C. MacLaren, E. A. Geiger, Mayor S. J. Geash.



Brockville Public Library.



BROCKVILLE PUBLIC LIBRARY



BASEMENT PLAN

Names of official staff at time of opening:—

Miss Carrie A. Rowe, Librarian.

Miss Minnie A. Rowe, Assistant Librarian.

E. A. Geiger, Sec.-Treas.

Free access is not permitted to books except in Reference Library.

Age limit: 14 years.

Printed catalogue: Card catalogue for librarian only.

Defects:—

The roof is a trifle too flat for the Canadian winter. A door from the basement to the street should have been provided.

CHATHAM PUBLIC LIBRARY.

Library completed: September, 1903.

Library opened: September 14th, 1903.

Materials used in building: First story, stone in coursed ashlar; second story, pressed brick.

Size of building: 60 x 60.

Basement:—

Assembly hall: 40 x 33.

Library Board room: 12 x 16.

Fuel room: 10-6 x 11-4.

Unpacking room: 10-6 x 11-4.

Boiler room: 16-8 x 25-4.

Newspaper Reading room: 16-8 x 25-4.

Two Store rooms: 5-6 x 11.

First Floor:—

Stack room: 40 x 32.

Reference Library: 10-8 x 11-6.

Librarian's room: 10-8 x 11-6.

Men's Reading room: 23-6 x 25-6.

Ladies' Reading room: 23-6 x 25-6.

Delivery hall: 17 x 21-8.

Lavatory: 6-4 x 11-4.

Lavatory: 6-4 x 11-4.

Wood used in finishing basement: Georgia pine.

Wood used in finishing first floor: Red oak.

Wood used in fittings: Quarter-cut oak.

Material used in stacks: Metal.

Height of stacks: 7 ft. 6 in.

Provision has been made for doubling the capacity of stack room.

Cost of building, exclusive of site: \$16,852.39.

Cost of furnishings: \$2,147.61.

System of heating: Steam.

Gifts from Mr. Carnegie: \$19,000.00.

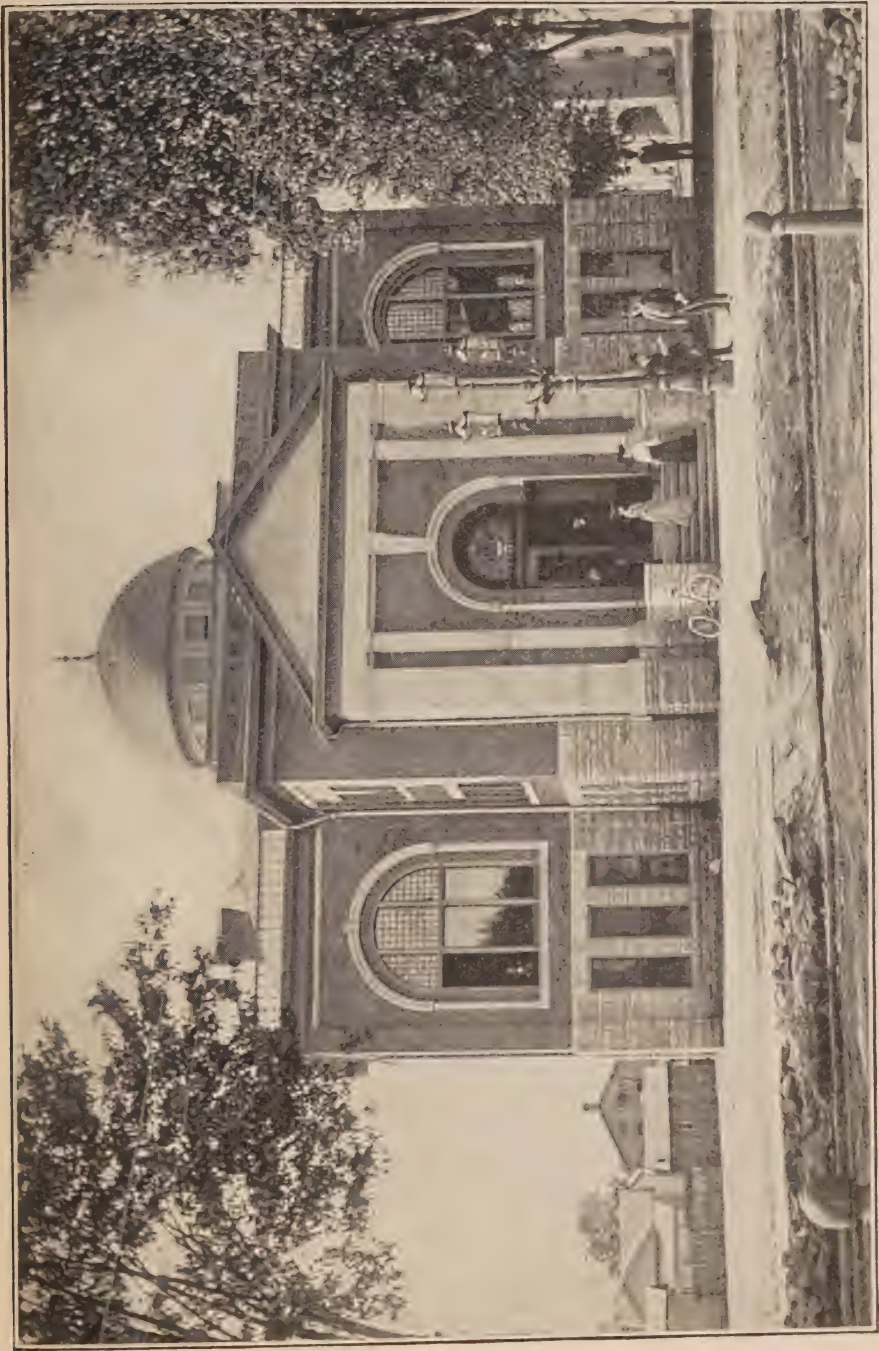
On January 18th, 1902, Mr. Albert Sheldrick, a member of the Library Board, wrote Mr. Carnegie, asking for a donation for a new library building. The request was complied with on the usual terms.

Members of Library Board when Library was opened:—

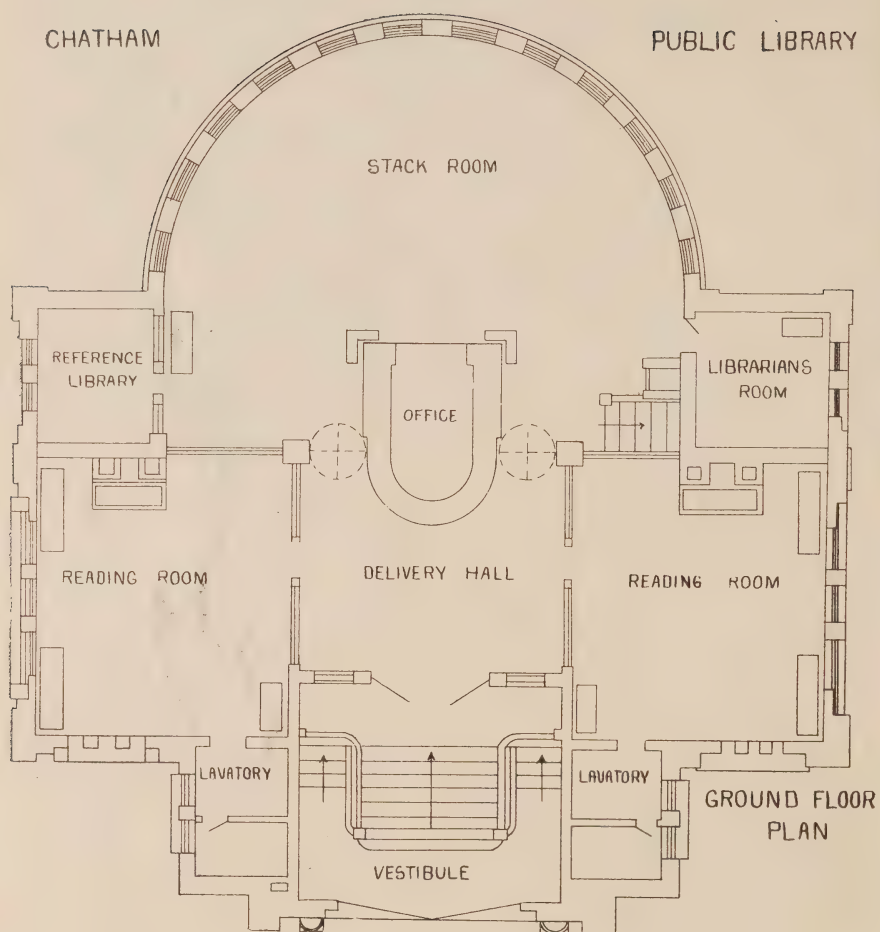
Dr. Charteris, Chairman; S. M. Smith, J. W. Humphrey, A. Sheldrick, F. Stone, I. L. Davis, J. U. Thibodeau, W. J. Twohey.

Names of the official staff:—

Dr. Charteris, Chairman; I. L. Davis, Secretary; A. Sheldrick, Treasurer; Mrs. Robinson, Librarian; Miss Edith Barassin, Assistant Librarian.



Chatham Public Library.



17a ED.

Free access is permitted to the books.
No age limit.
Dewey decimal system of classification.
Card catalogue in use.

COLLINGWOOD PUBLIC LIBRARY.

Material used in building: Pressed brick.

Size of building:—

Main building: 49 x 55.

Stack room: 18 x 32-6.

Height of walls: 21-6.

Basement:—

Lobby and entrance: 7 x 31.

East room: 22-8 x 46-10. Used by Huron Institute.

West room: 22-8 x 37-4. Not in use at present.

Furnace room: 14 x 12-6.

Work room: 14 x 15.

Corridor: 7 x 48. Divided into small store rooms.

Men's lavatory: 8-6 x 12-6.

Main floor:—

Corridor: 7 x 33.

Rotunda: 20 x 13.

General reading room: 23-8 x 32-6.

Ladies' reading room: 23-8 x 24.

Stack room: 32-6 x 17.

Catalogue room: 17-2 x 14.

Board room: 17-2 x 14.

Ladies' lavatory: 8-6 x 14-6.

Wood used for interior finish: Oak. Floors maple and pine.

Wood used for fittings: Oak.

Material used for stacks: Oak (pine shelves).

Height of stacks: About 8 feet.

Provision made to double capacity of stacks.

Cost of building, exclusive of lot: \$14,500.

The lot was donated by Mr. Thomas Long, and Mr. John J. Long.

Cost of furnishings: About \$2,000.

Heating system: Hot water.

Heating satisfactory.

Gifts from Mr. Carnegie: \$14,500.

Members of the Library Board when Library was opened:—

Henry Robertson, K.C., Chairman; E. R. Carpenter, Chairman of Library Committee; F. W. Churchill, Chairman of Finance Committee; W. A. Hogg, D. Wilson, Mayor; M. P. Byrnes, F. B. Gregory, Secretary-Treasurer.

Official Staff:—

Miss Ella Hilborn, Librarian.

N. B. Hilborn, Assistant Librarian.

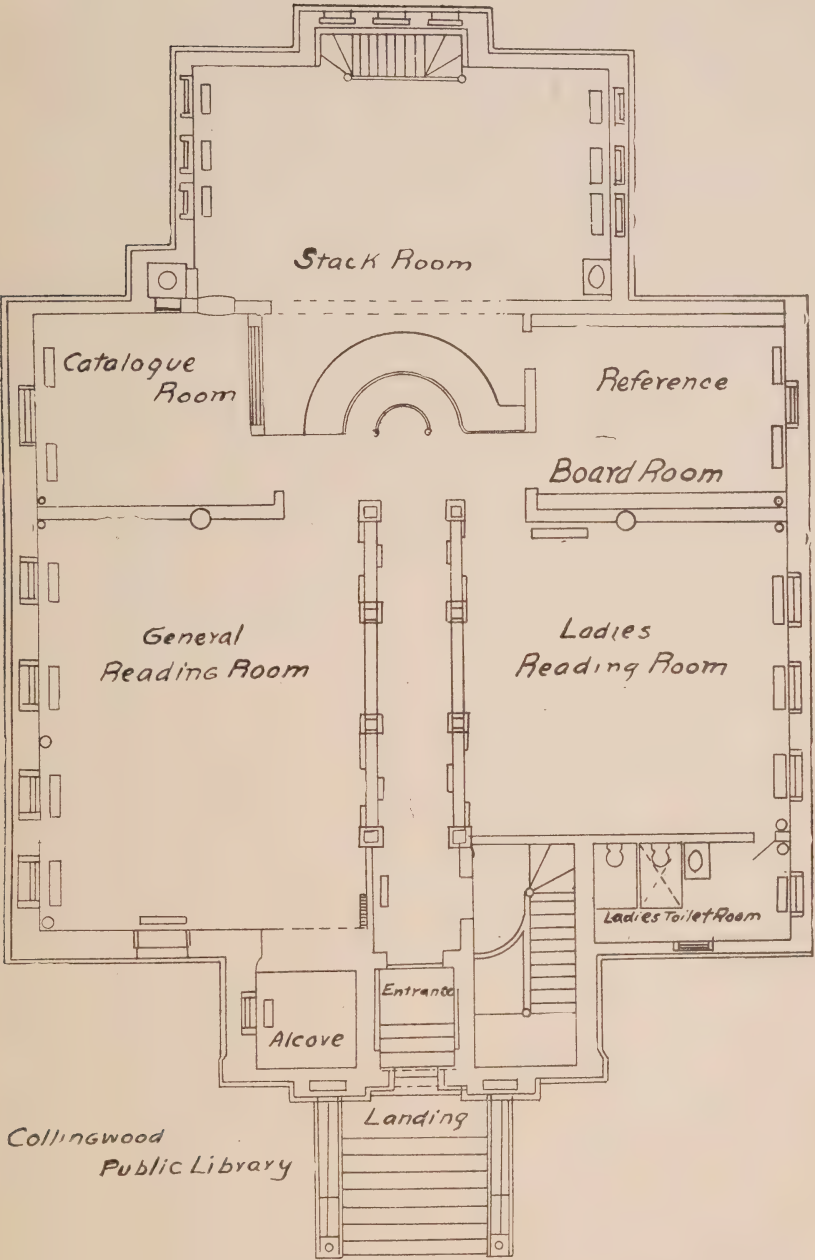
Free access is allowed to the books in the afternoon, but not in the evening.

Age limit: Twelve years.

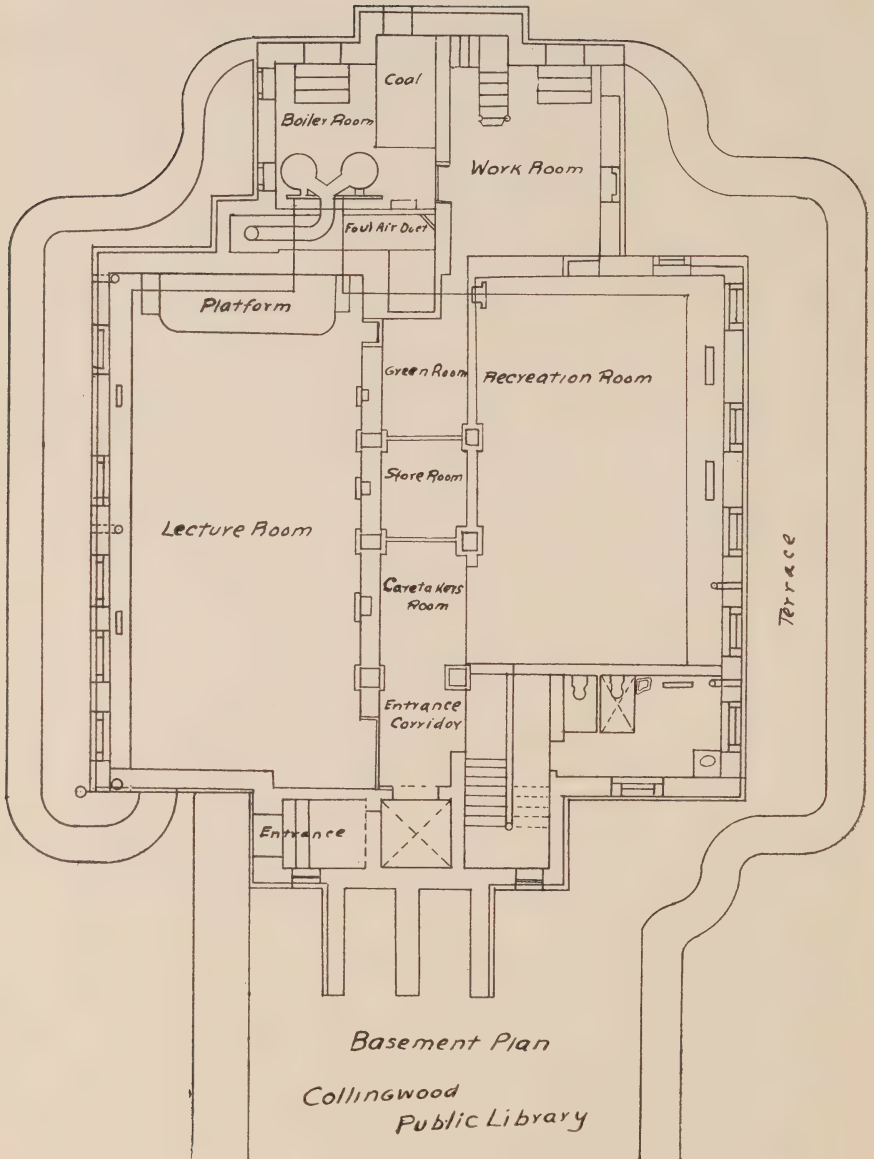
A printed catalogue is used.



The Collingwood Public Library



Ground Floor Plan



CORNWALL PUBLIC LIBRARY.

The Secretary of the Library Board was instructed to write Mr. Carnegie soliciting a donation towards the erection of a Public Library Building in Cornwall.

Mr. Carnegie in reply expressed himself as willing to agree to the request on the condition that the town would grant an annual sum for the maintenance, and that he would give a sum equal to ten times the annual grant by the town.

The Library Board consulted with the town council and together agreed upon the sum of \$700.00 as an annual grant for maintenance. The statement was forwarded to Mr. Carnegie, and being accepted, a grant of \$7,000 was made.

Steps were taken to secure plans, etc., tenders were called for and the contract awarded. The plans were submitted to Mr. Carnegie, and being accepted, the \$7,000 was paid as the work progressed.

The first Board consisted of:—

Dr. D. O. Alquire, Mayor of Cornwall.

P. E. Campbell, President.

J. E. Macdonald, Secretary.

J. C. Milligen, Treasurer.

W. Gibbens, J. A. Chisholm, Dr. Maloney, J. Skelton and S. J. Keys,

B.A.

First Flat:—

Reading room, 13 x 30.

Reading room, 15 x 18.

Hall, 9 x 15.

Board room, 15 x 12.

Stack room, 14 x 40.

Basement:—

2—(14 x 40), (30 x 40).

Size of library building, 36 x 48.

Wood used in finishing building. White.

Wood used in fittings: White.

Public not admitted to stack room.

Age limit, 12 years.

Building cost exclusive of site, \$6,000.

System of heating. Hot water.

Defect in construction. The Librarian has not full view of the reading rooms when at delivery desk.

THE GALT PUBLIC LIBRARY.

At the request of the Board, on March 10th, 1902, Mr. James E. Kerr wrote to Mr. Carnegie asking for a grant for a Public Library. In reply to the request and also to a similar letter written by Mr. R. Alexander, Mr. Carnegie promised a grant of \$17,500.

The Town Council of Galt, May 5th, formally accepted Mr. Carnegie's offer. A committee was appointed to select a site and a by-law passed authorizing the purchase of the site chosen. Plans were prepared by Mr. Melish, Architect, and tenders secured for the erection of the library building.

The first Library Board (after completion of the building):—

Chairman, R. Alexander.

Treasurer, E. Radigan.

Secretary, James E. Kerr.

Other members of the Board.

Charles Turnbull.
William Wallace.
John H. McGregor.
Alexander Sloan.
Louis Lang.
Mark Mundy, Mayor of Galt.

Library staff:—

Miss A. G. Millard, Librarian.
Miss L. Henderson, Assistant Librarian.

Divisions of Library building:—

Basement:—

Mens' smoking and reading room, 21 x 27.
Cataloguing room, 18 x 21.
Store room, 18 x 21.
Boiler room, 13 x 27.
Hall, 16 x 49.
Height of ceilings, 9 ft. 6 in.

First floor:—

Stack room, 22 x 46.
Reading room, 28 x 48.
Delivery room, 16 x 24.
Reference room, 14 x 16.
Librarian's room, 10-6 x 11.
Height of ceilings, 16 ft.

Second floor:—

Lecture room, 28 x 48.
Class room, 22 x 46.
Board room, 14 x 16.
Hall, 16 x 31.
Height of ceilings, 14 ft.

Library completed, August, 1905.

Library opened August 8th, 1905.

Materials used in building: Brick and Portland cement.

Size of building: 47 x 68, inside measurement.

Wood used for interior finish: Oak.

Wood used for fittings: Oak.

Material used for book stacks: Oak.

Height of stacks: 7 ft. 6 in.

Width of stacks: 20 inches.

Provision has been made for increasing the capacity of stack room.

Cost of building, exclusive of lot: \$22,000.

Cost of furnishing: \$2,000.

System of heating: Low pressure steam.

No defects in heating system.

Gifts from Mr. Carnegie: \$23,000.

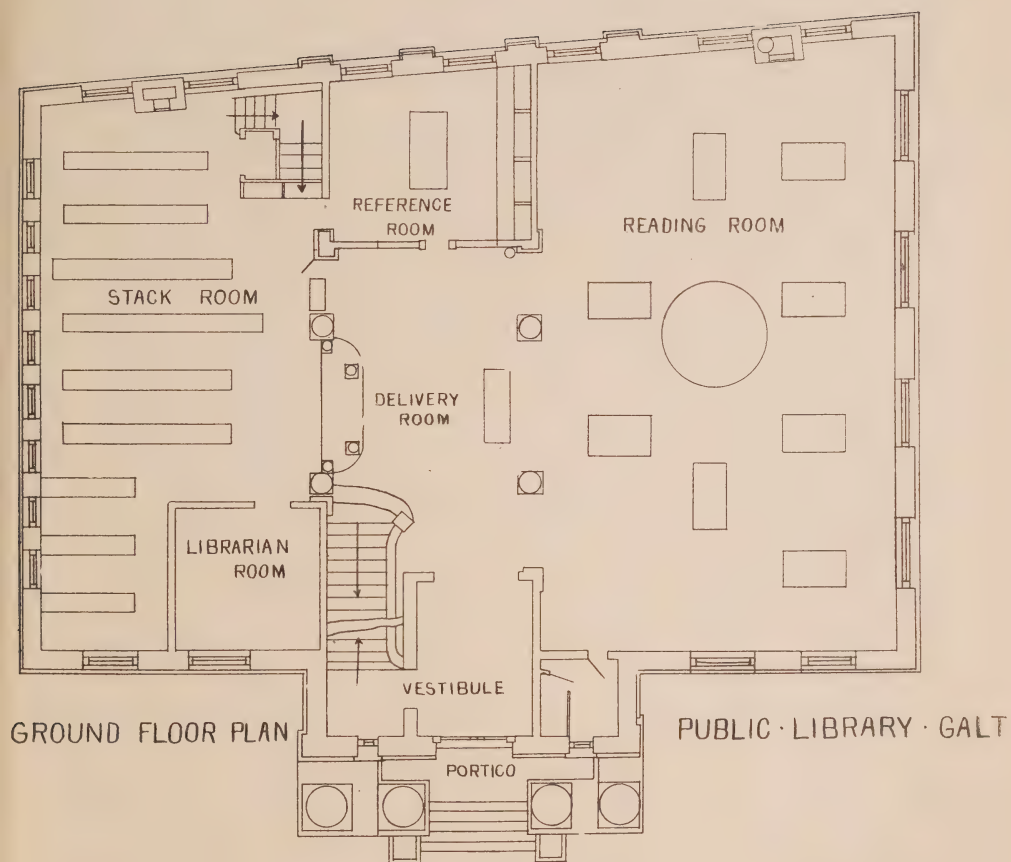
During the winter a Literary Society holds its meetings in one of the rooms of the library. A course of public lectures is also held in the lecture room.



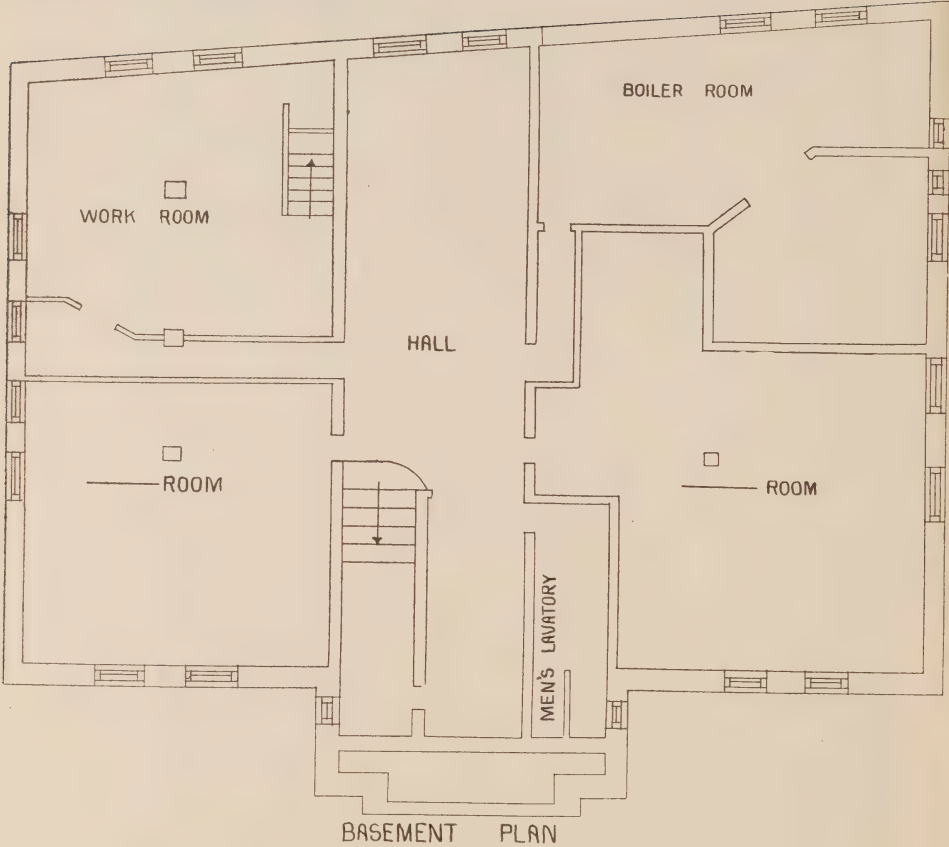
The Cornwall Public Library



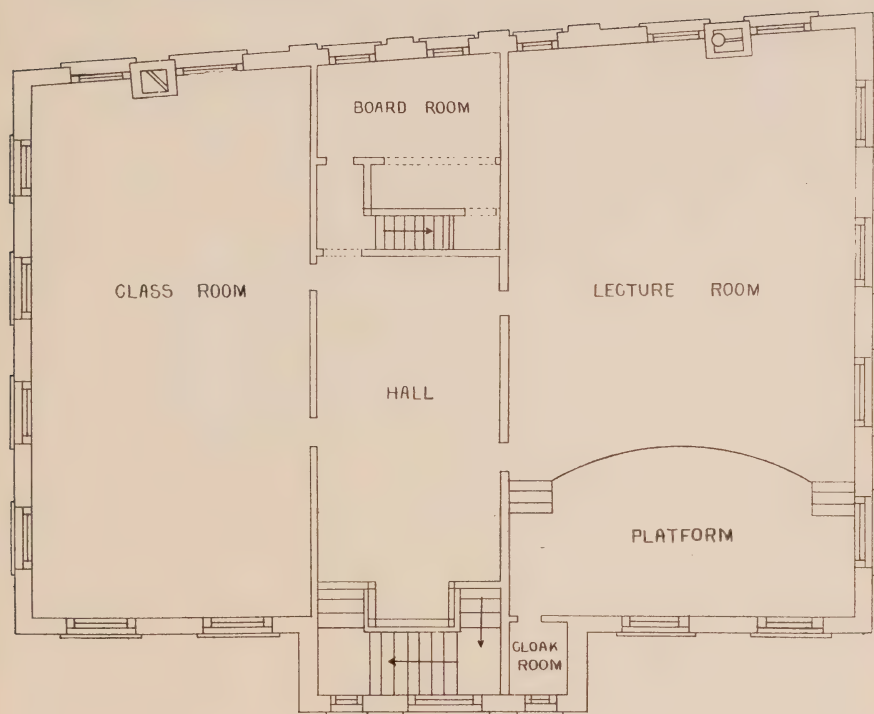
Galt Public Library



GALT. PUBLIC. LIBRARY.



GALT . PUBLIC LIBRARY .



○ ○ ○ ○
SECOND FLOOR PLAN

GUELPH PUBLIC LIBRARY.

Library completed: September, 1905.

Library opened: September 29th, 1905.

Material used in building: Artificial stone.

Size of building: 56 x 75.

Basement:—

Auditorium, 42 x 57.

Lecture room, 12 x 15.

Work room, 13-6 x 17.

Sitting room, 10 x 12.

Furnace room, 12 x 18.

Gentlemen's dressing room, 8 x 11

Ladies' dressing room, 12 x 18.

First floor:—

Stack room, 28 x 45.

Reference room, 9 x 25.

Board room, 10 x 26.

General reading room, 25 x 34.

Ladies' reading room, 18 x 25.

Wood used for interior finish: Oak.

Wood used for finish of basement: Georgia pine.

Wood used for fittings: Oak.

Material used for stacks: Oak.

Height of stacks: 7 ft. 6 in.

Provision made for enlarging capacity of stack room.

Cost of building, exclusive of site: \$20,000.

Cost of furnishings: \$4,000.

System of heating: Hot water.

Heating satisfactory.

Gifts from Mr. Carnegie: \$24,000.

How gift was secured from Mr. Carnegie: Mr. James Watt communicated with Mr. Carnegie. The grant was made on the usual terms.

Names of persons on Library Board when Library was opened:—

James Watt, E. L. Hill, W. Tytler, B.A., James E. Day, David McCrae, Samuel Terrell, F. T. Coglen, D.D.S., William Weir, Mayor, Sleeman.

Names of official staff at time of opening:—

James Watt, Chairman.

E. L. Hill, B.A., Secretary.

William Tytler, B.A., Chairman Book Committee.

Miss E. M. Davies, Librarian.

Miss A. Harris, Assistant Librarian.

Free access is permitted to the books.

Age limit, 14 years for book borrowers.

Systems of classification:—

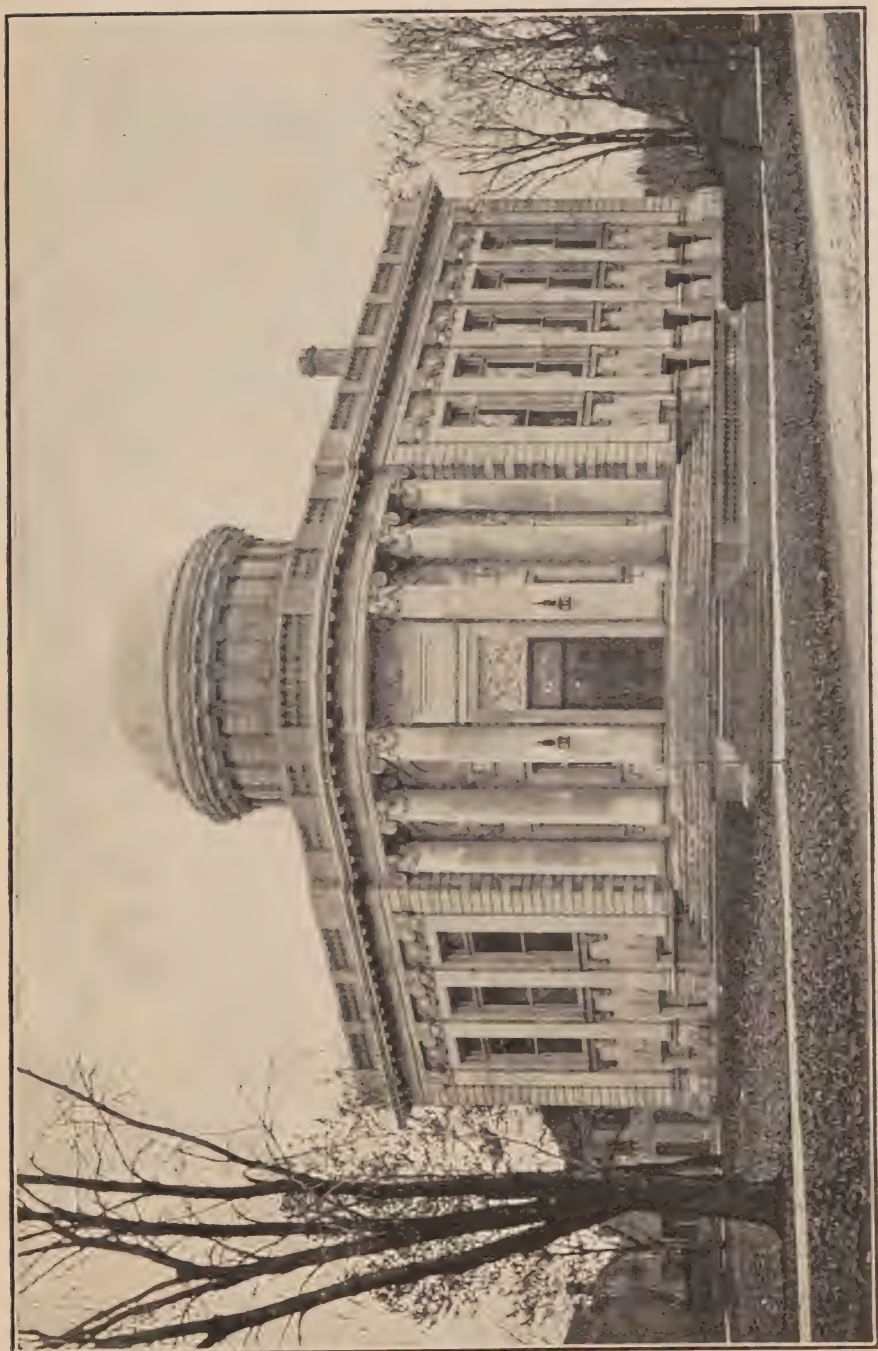
Dewey decimal.

Cutter system for fiction.

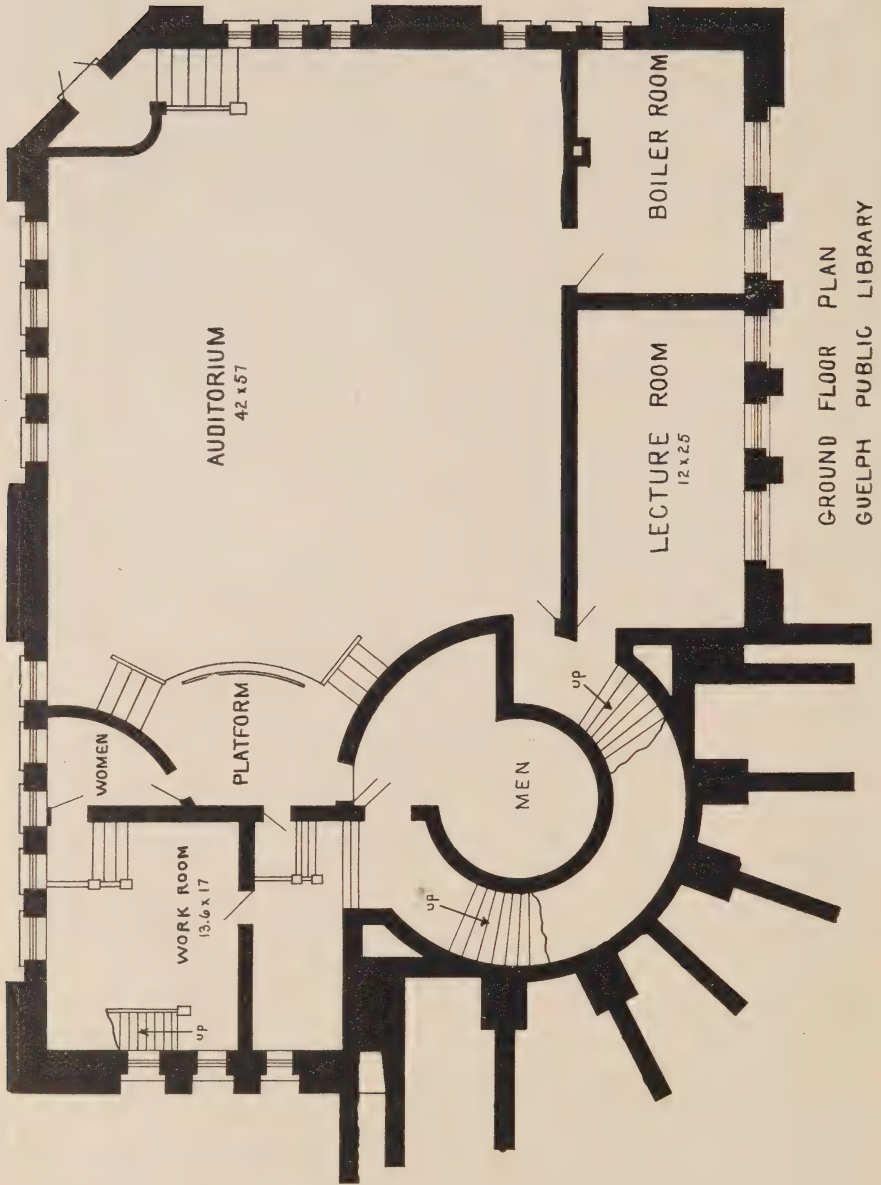
Card catalogue in use.

Special work for children. Two large tables provided with bound volumes of illustrated periodicals are placed in the general reading room for the use of children.

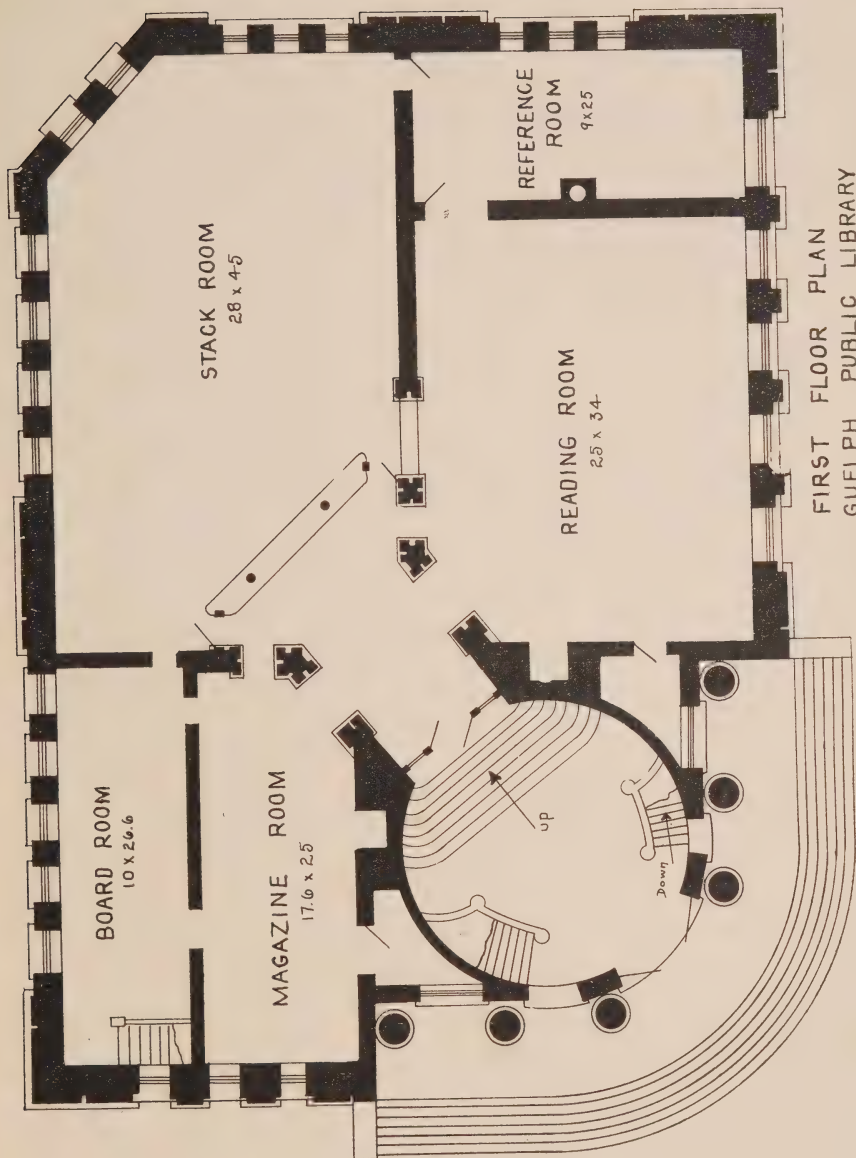
No defects in the building have been discovered which should be avoided.



The Guelph Public Library



GROUND FLOOR PLAN
GUELPH PUBLIC LIBRARY



HAMILTON PUBLIC LIBRARY.

Library completed September 29th, 1890. Opened on same date.

Materials used in building: Brick, stone, iron, slate.

Size of building: 62-3 x 114-10.

Rooms on each flat:—

Basement, 6 rooms.

First flat, 3 rooms.

Second flat, 4 rooms, hall, lavatory.

Third flat, 7 rooms and 2 halls.

Basement: size and use of each room:—

Two rooms used by Fire Underwriters for offices, 17-6 x 24-4,
19-6 x 24-4.

Bank of Hamilton for stationery, 35 x 59.

Hamilton Association, 1 room, 10 x 24-6.

Boiler room, 23-7 x 57-4.

Store room and lavatory, 24-7 x 57-6.

First floor:—

Reading room and book room, 59-4 x 57.

Stack room, 33-3 x 58-3½.

Board room, 14-4 x 18-9.

Second flat:—

Hamilton Association, 1 room for museum, 28 x 43.

Hamilton Art School: Office, 12 x 20-6; Class room, 21-4 x 25-3;

Class room, 24-10 x 28-8; Class room, 28 x 43; Hall and lavatory.

Third floor:—

4 Class rooms, 16 x 16; 15 x 18; 11 x 20; 19 x 25.

3 Store rooms, 15 x 18; 8 x 9; 13 x 8; 2 halls.

Wood used for interior finish: Ash and pine.

Wood used for fittings: Pine.

Height of stacks: 7 ft. 8 in.

No provision has been made for increasing capacity of stack room.

Cost of building, exclusive of site, \$35,350.20.

Cost of furnishings, \$4,319.80.

System of heating: Steam.

No defects in heating.

Names of persons comprising Library Board when Library was opened:

J. E. O'Reilly, Chairman; D. McLellan (Mayor of City); Rev. Samuel Lyle, D.D.; A. Rutherford, F. Walter, F. W. Fearman, W. F. Burton, G. Lynch Staunton, C. Layden.

Official staff at time of opening:—

R. T. Lancefield, Librarian.

Miss A. Stewart, Miss M. Hamilton, Mrs. J. Sutherland, Miss J. Donald.

Free access is permitted to all books except fiction.

Age limit, 14 years.

System of classification and catalogue: Dewey decimal.

Use card catalogue and also print lists of new books each month for free distribution.

Special work: Giving application cards to manufacturers for their employees; the lists of books relating to subjects relating to their line of manufacture.



The Hamilton Public Library

LINDSAY PUBLIC LIBRARY.

Established 1879.

The new Public Library was opened June 28th, 1904. This represents an expenditure of \$13,500, the gift of Mr. Carnegie. The site on the Market Park was town property. It is in the centre of a neat expanse of green sward.

Mr. E. A. Hardy, B.A., the then Secretary, communicated with Mr. Carnegie asking for a grant. Mr. Carnegie's Secretary replied June 23rd, 1902, stating that \$10,000 would be given on the usual conditions. The tenders for the building showed a larger sum and Mr. Carnegie increased the gift, making the total \$13,500.

The building is of modern Greek architecture and the main part 27 by 55 feet. The stack room is 27 by 55 feet, has a capacity of 20,000 volumes, and is operated on the open access plan—the public allowed free access to the books.

The basement has a ten foot ceiling. The main portion of the building on the ground floor is 14 feet 3 inches high, and the stack room ceiling is 14 feet 6 inches. The rubble stone for the masonry was obtained at Cobo conk, the course ashlar above grade line was obtained at Britnell & Co.'s quarries at Burnt River, and cannot be excelled in appearance and quality. The brickwork is of red stack brick laid with American bond in brown mortar. The window sills, architraves, and quoins and columns are of artificial stone, which add greatly to the appearance of the building. The fireplaces are built of No. 1 red pressed brick. The whole of the carpenter work is of clear pine lumber.

The Basement:—

Lecture room, Historical Society room, Receiving room, Men's lavatory and hall.

Men's reading and smoking room: 23-6 x 16-6.

Historical Society room: 23-6 x 16-6.

Small Closet: 1-6 x 1-3.

Small closet: 1-6 x 1-3.

Men's lavatory: 9 x 8-10.

Store room: 24 x 12.

Vault: 21-3 x 8-6.

Furnace room, 26 x 12-4.

Coal room: 21-10 x 8-9.

First floor:—

Vestibule: 8 x 6.

Main hall: 20 x 14-9.

Children's reading room: 17-6 x 15-2.

Stack room: 52-6 x 21 (average).

Board room: 17 x 8-6.

Ladies' lavatory: 5 x 5-4.

Closet: 2 x 1-9.

General reading room: 23-9 x 16-9.

Free access is allowed to books.

There is no age limit.

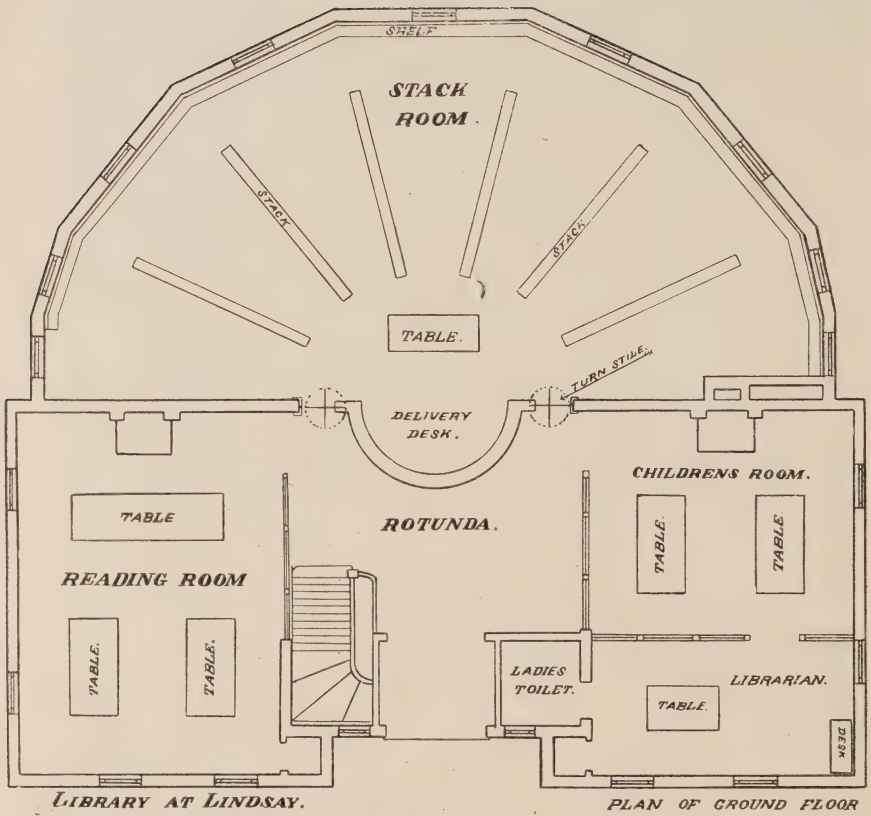
There is no catalogue up to date.

Cost of building including furniture and furnishings about \$13,000, exclusive of site.

The system of heating: Steam.



The Lindsay Public Library



The following are some defects of the library:—

The basement is too deep in the ground, giving the building a low appearance, as the site is flat, although slightly terraced immediately around the building.

The smoking room is not properly ventilated.

The reading room is not large enough to allow for the growth of the town. This may be overcome somewhat by throwing the present reading room, the main hall and children's room into one general room, extending the width of the building. While complete as at present, the plan does not seem to admit of further enlargement.

The heating apparatus was not of sufficient capacity. This has been partially remedied by the installation of extra radiators.

Materials used in finishing: Ash and quarter cut oak.

Floors in basement: Pine.

Floors in first flat: Maple.

Wood used in furnishings: Quarter cut oak.

Height of stacks, 7 feet.

Three more stacks can be added.

LONDON PUBLIC LIBRARY.

Completed in 1895, enlarged in 1903.

Formally opened Nov. 26, 1895.

Material used: Red pressed brick.

Size of building: See plans.

Rooms:

Basement—Furnace and storerooms, newspaper-file room, assistants' private room.

First Floor—General reading room, ladies' reading room, reference room, stack room, circulating dept., librarian's office and board room, work room.

Second Floor—Historical Society's Museum, Meeting rooms.

Wood used for interior finish: Pine, grained.

Wood used for fittings: Oak.

Material used for book stacks: Oak.

Height of stacks: 8 feet.

Fourteen feet at end of stack room for extending present stacks.

Cost of building—Original, \$14,354.54; 1903, extension, \$5,511.50.

Cost of furnishings—Original, \$1,676.16; 1903, extension, \$403.83.

Heating: Reading room, reference rooms, museum, with hot air. Circulating dept., stack room, office, work room—hot water.

Assistant's room, work room poorly heated.

Have had no gifts from Mr. Carnegie.

No steps have been or will be taken to secure any.

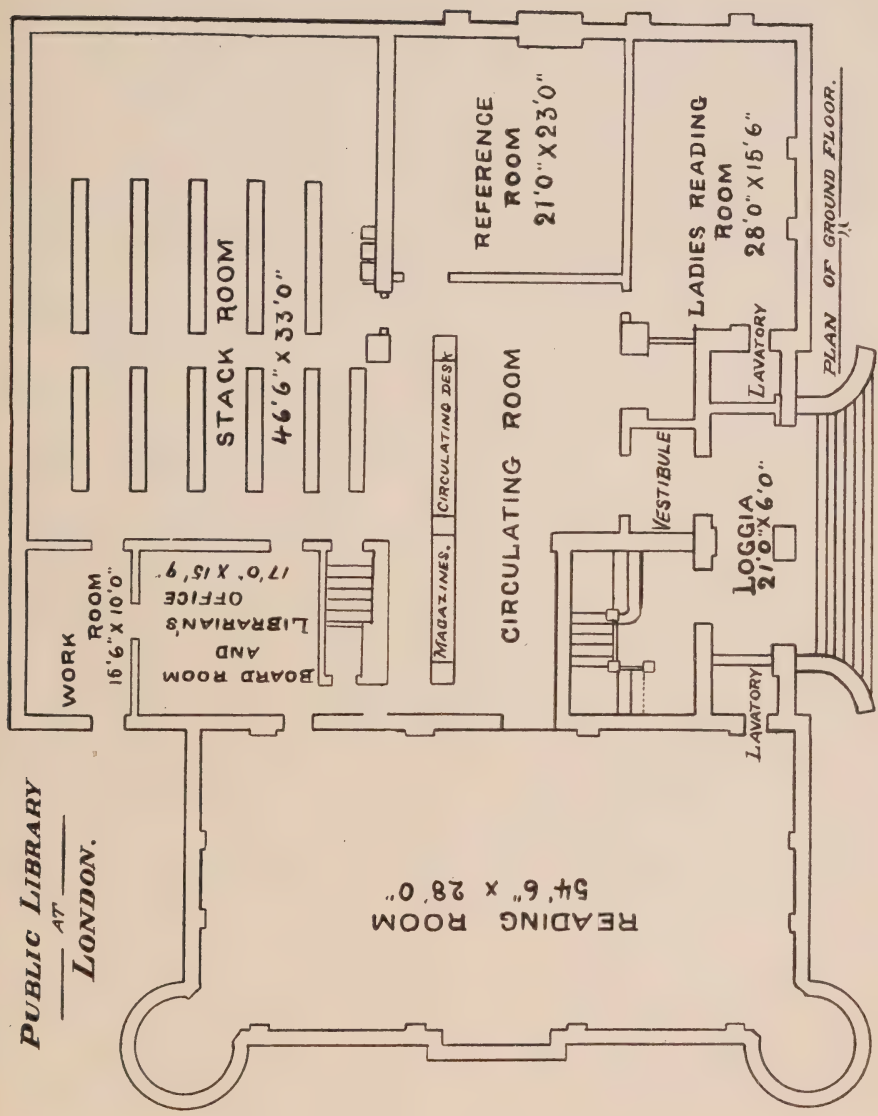
Members of Board when Library was opened:—

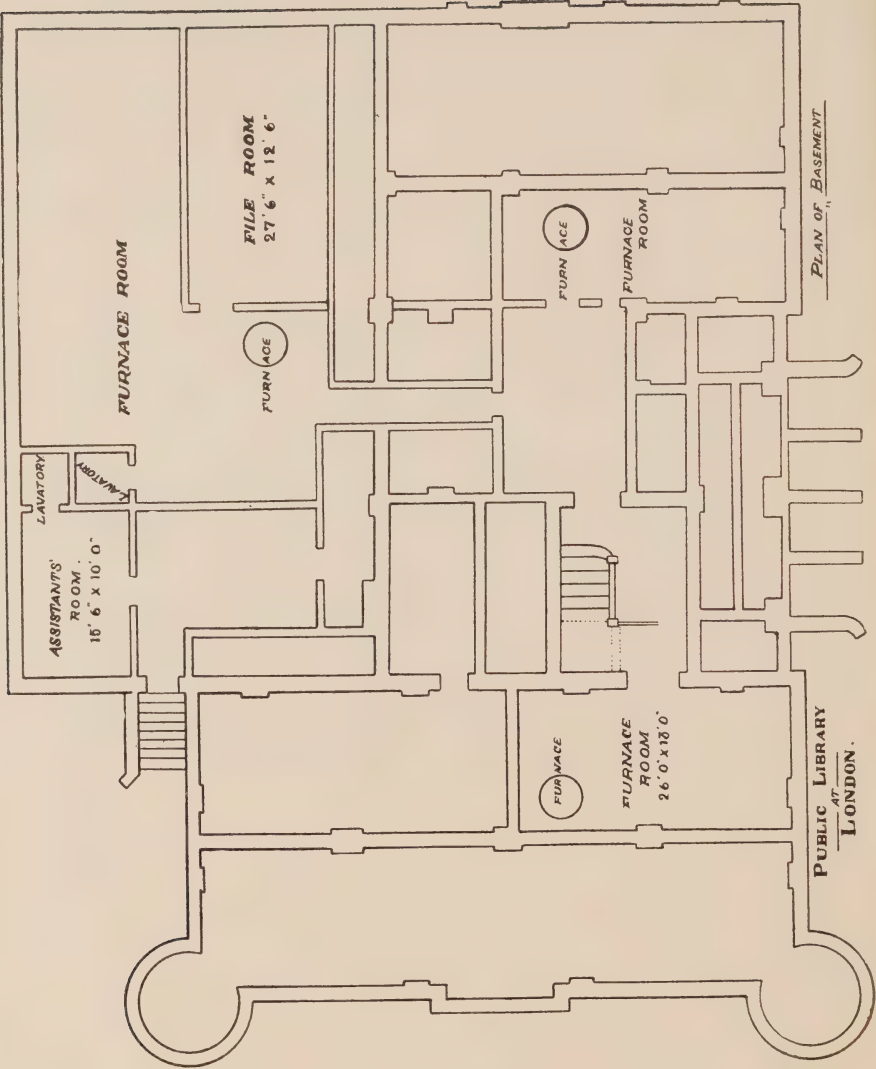
Robert Reid (Chairman), E. R. Cameron, E. E. Keene, Judge Macbeth, Henry Macklin, Jas. Egan, H. R. Dignan, Mayor Little, J. T. Marks.

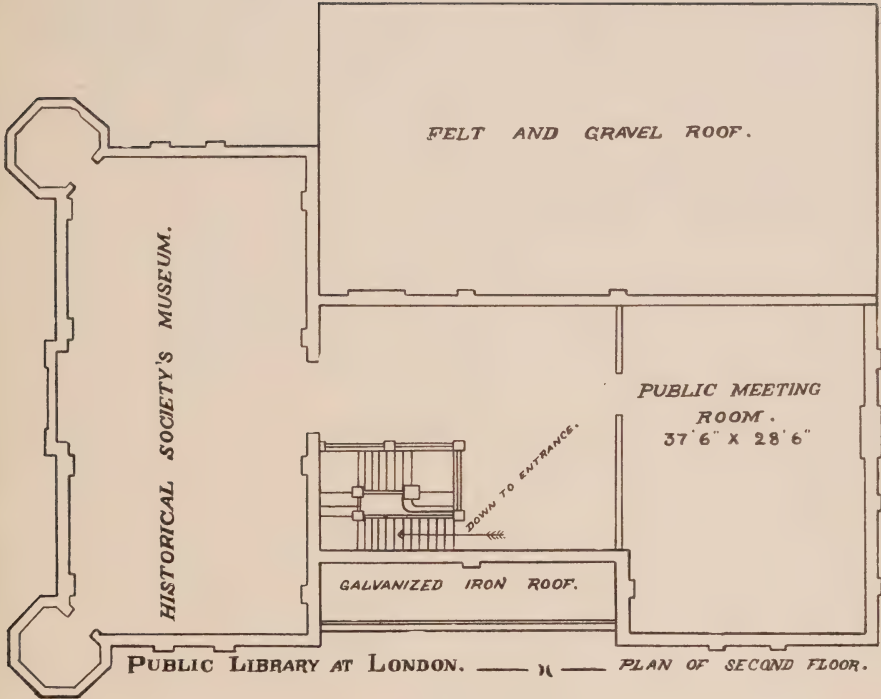
Staff, time of opening: Librarian: Mr. J. R. Blackwell. Assistants:

Misses Mary Gray, Katie McLaughlin, E. Carlotta Leigh.

Free access is permitted to all books except Fiction. For this an "indicator" shows whether the book desired is in or out.







Age limit is 12 years.

System of classification and cataloguing: Dewey.

Card catalogue in Author, Title, and class is used. Printed catalogue and numerical lists of Fiction only.

No special work for children.

No provision made for juvenile department.

THE CARNEGIE PUBLIC LIBRARY, OTTAWA.

The first definite step taken for founding a Free Public Library was that of the Ottawa women in the early part of 1895. To attain this end the Committee obtained the co-operation of the Evening Journal. The proprietor generously placed his paper at the disposal of the ladies for a "Woman's Issue." The following were the principal officers of the staff:

Editor—Annie Howells Frechette.

Managing Editor—Mary McKay Scott.

News Editor—Ellie Cronin.

City Editor—Roberta E. Tilton.

Sporting Editor—Laura K. Masson.

Editor Home Department—Elizabeth Brymner.

The leading article on "A Public Library," was contributed by Marie W. Klotz. The paper was issued April 13th, 1895, and a profit of \$500.00 realized. To secure municipal assistance a by-law was submitted in January, 1896. The by-law was defeated.

Under the Act of 1895 the Municipal Council appointed the following Library Board:—

The three appointed by the Council were W. Y. Soper, B. Sulte, Otto J. Klotz; those appointed by the Public School Board were A. W. Fleck, E. Seybold, and J. S. Durie; and those by the Separate School Board, R. J. Sims, and F. R. E. Campeau.

The Library Board met for the first time on July 2nd, 1897, when A. W. Fleck was appointed Chairman, and R. J. Sims Secretary.

The Library Board succeeded in having a library by-law presented to the Council for adoption prior to submitting it to the electors for ratification. But when it came up for a second reading on December 4th, 1899, it was defeated. Seeing no prospects in the near future for obtaining a public library for Ottawa, Dr. Klotz, who continued to be a member of the Library Board from its inception, took courage after months of hesitation in applying to an alien philanthropist to ask for a donation in that behalf. By a strange coincidence W. D. Morris, then Mayor, wrote on the following day to Mr. Carnegie on the same subject.

The Mayor received a reply on March 11th, 1901, as follows:—

"Mayor W. D. Morris,
Ottawa.

"Dear Sir,—

"Yours of 23rd received. If the City of Ottawa will furnish a site, and agree through council to tax itself to the extent of not less than \$7,500 a year for maintenance of the library, I shall be glad to give \$100,000 for a free library building.

Very truly yours,

ANDREW CARNEGIE."

On the 15th April, 1901, the council accepted the gift of Mr. Carnegie.

Library Committee, 1906:—

Alderman Napoleon Champagne, Chairman.

His Worship, the Mayor.

Alderman Alfred W. Desjardins.

Alderman Charles Hopewell.

Alderman E. J. Laverdure.

Alderman J. Harold Putman, B.A.

Alderman S. Rosenthal.

Alderman Daniel Storey.

Alderman George H. Wilson.

John C. Glashan, Esq., LL.D.

James F. White, Esq., LL.D.

William J. Sykes, Esq., B.A.

Staff, 1906:—

Librarian, Lawrence J. Burpee.

Cataloguer, Miss Ruby Rothwell.

Reference Assistant, Adelard E. Proulx.

Circulating Department—Miss Barbara McDonald, Miss B. Sutherland, Miss B. Watt, Mdme. Cusson, Miss G. Major.

Name of Library: Carnegie Library, Ottawa.

When completed: April, 1906.

When opened: April 30th, 1906.

Material used in building: Indiana limestone and local freestone.

Wood used for interior finish: Golden oak.

Wood used for fittings: Golden oak.

Material used for book stacks: Steel.

Height of stacks: 7 ft.

Special work for children: A children's room with suitable books.

Other special work: Co-operation with schools and local societies.

Dimensions of rooms in basement:—

Newspaper room: 40 x 21.

Class room: 39-6 x 21.

Unpacking room: 27 x 26.

Bindery: 17 x 16.

Fuel room: 17 x 9.

Janitor's room: 23 x 18.

Boiler and fan room: 37 x 19.

Men's lavatory: 18 x 12.

Women's lavatory: 18 x 12.

Second floor:—

Museum: 38-6 x 25.

Outside dimensions of building: 115 x 105-4.

Dimensions of rooms on ground floor:—

Reading room: 40 x 22.

Cataloguing room: 19 x 12.

Ladies' room: 19 x 12.

Delivery room: 28 x 36.

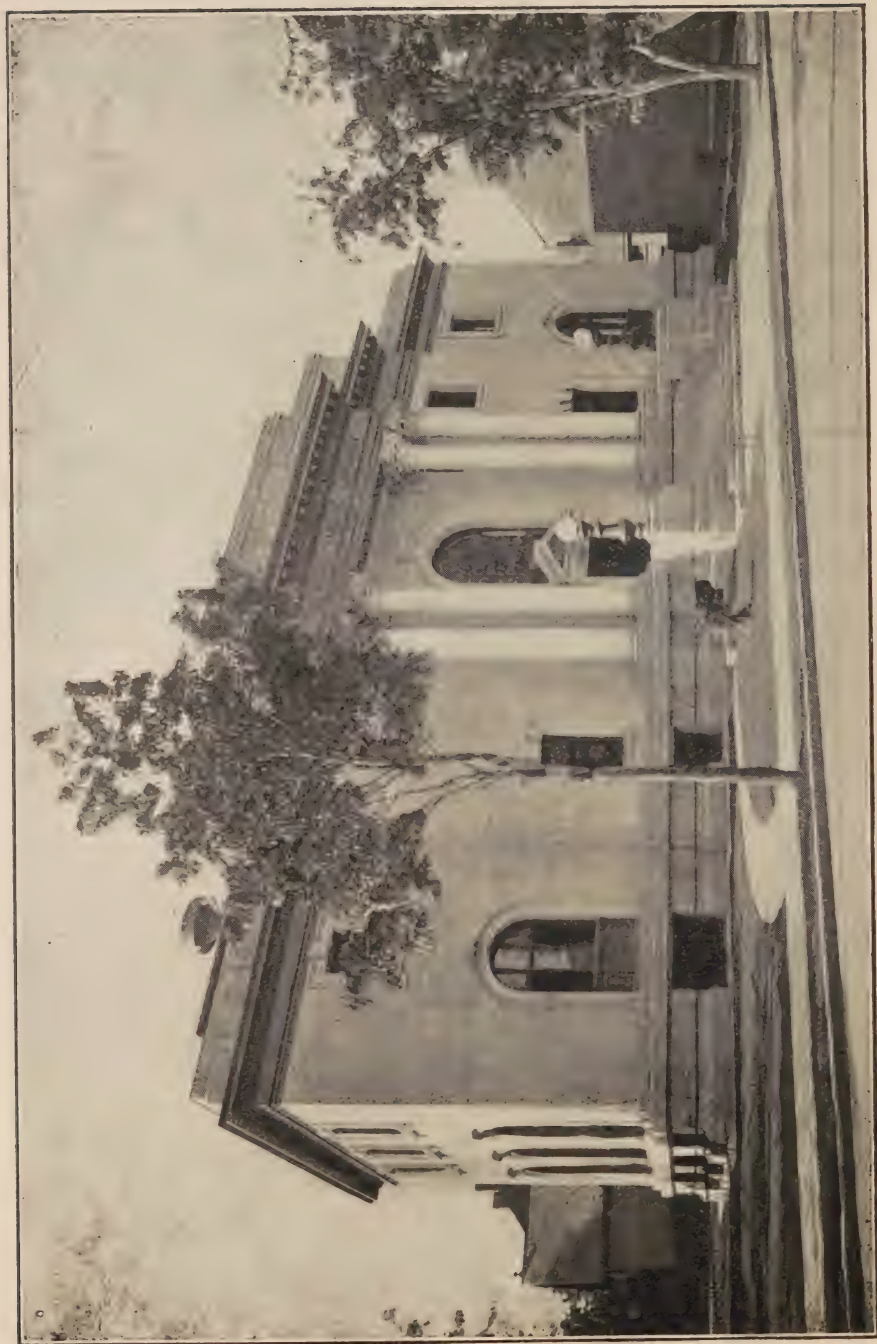
Vestibule, hall and stairs: 36 x 18.

Librarian's room: 19 x 12.

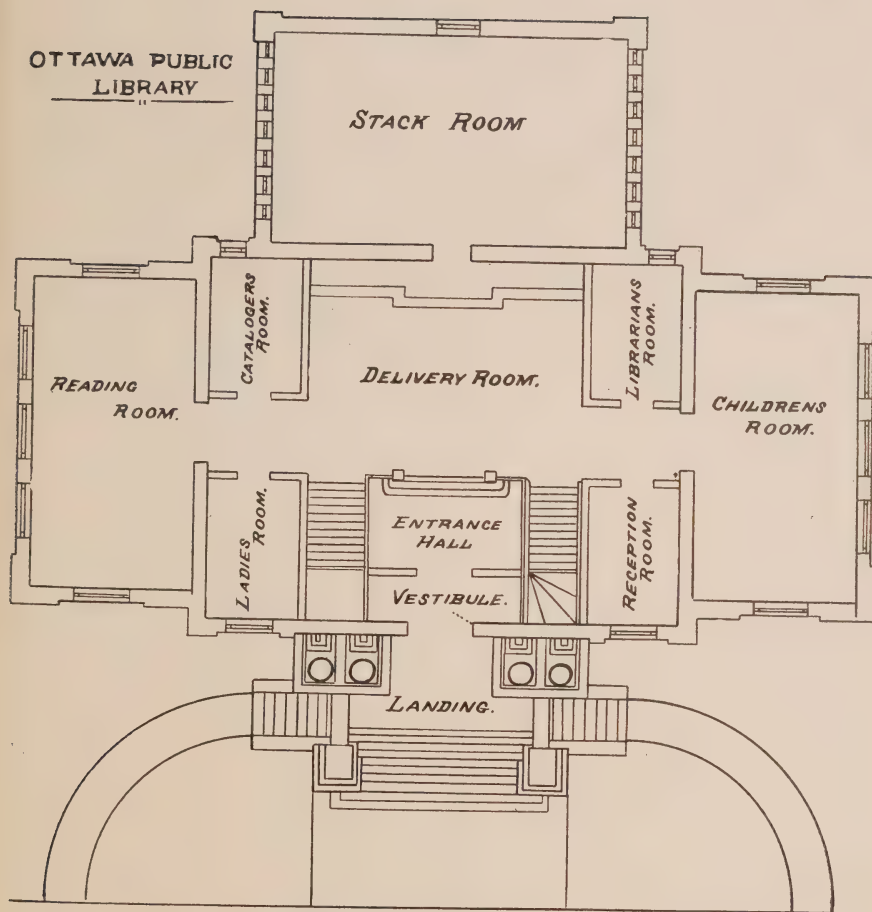
Reception room: 19 x 12.

Children's room: 40 x 22.

Stack room: 28 x 48.



The Ottawa Public Library



Dimensions of rooms on first floor:—

Reference room: 40 x 22.

Ladies' rest room: 19 x 12.

Study: 18 x 12.

Board room: 19 x 18.

Dressing room: 21 x 5-6.

Stack room: 28 x 48.

Basement:—

Newspaper room, corresponding room in opposite wing unassigned, caretaker's room, furnace room, lavatories, storage room, under stack room, unpacking room, bindery room (at present used for book storage).

Main floor:—

Reading room, Children's room, Cloak room, Study room, Librarian's office, cataloguing room, stack room, in a separate wing arranged for three stories of steel stacks, capacity about 100,000 books.

Third story:—

Museum.

Open shelves in the reading room, the reference room and the children's room, but not free access to the stack room.

No age limit. Under 12 years classed as juvenile.

Cutter's expansive classification. Card catalogue arranged as a Dictionary Catalogue, to be supplemented by printed lists from time to time.

Cost of building: \$100,000.

Cost of site: \$21,000.

Gifts received from Mr. Carnegie: \$100,000.

System of heating: Hot air.

The building is well arranged, but not for economical administration. With the present appropriation the building is not satisfactory. It requires a staff of ten or twelve. The present staff is inadequate.

The heating system was a mistake. Hot air is ruinous to books, particularly in the stack room, both because of its direct effect upon them and also by reason of the dust which is carried through the flues from room to room and deposited on the books.

PARIS PUBLIC LIBRARY.

Library completed: 1904.

Library opened: July 27th, 1904.

Materials used in building: Brick, stone trimmings, slate roof.

Size of building: 57 x 40.

Basement: Unfinished; one room used for repairing.

First Floor:—

One large room used as reading room and library combined: small room 10 x 12, used as Committee room.

Wood used for interior finish: Southern pine.

Wood used for fittings: Quarter-cut oak.

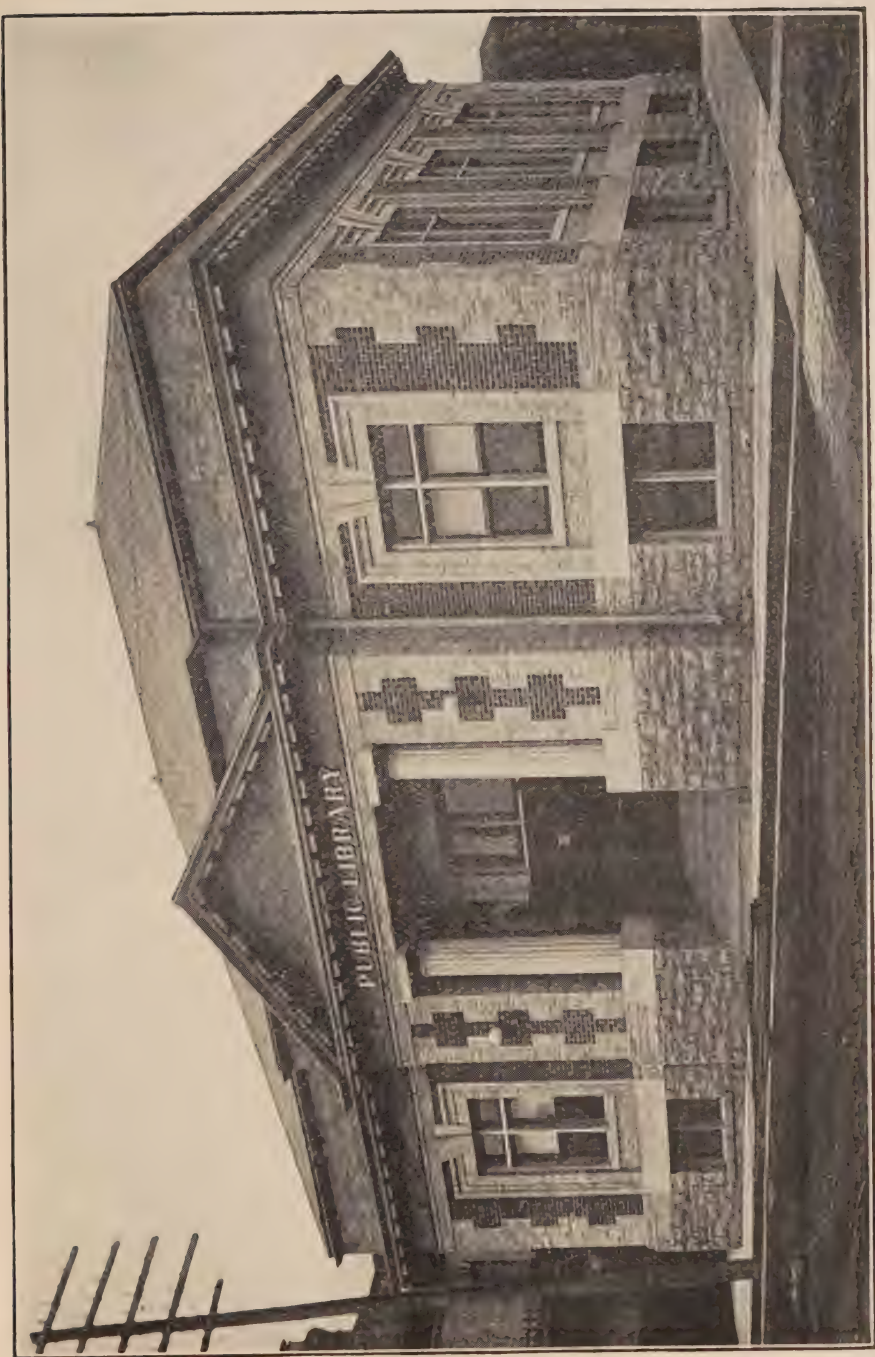
Materials used for stacks: Pine.

Provision has been made for increasing capacity of stack room.

Cost of building exclusive of lot: \$10,000.

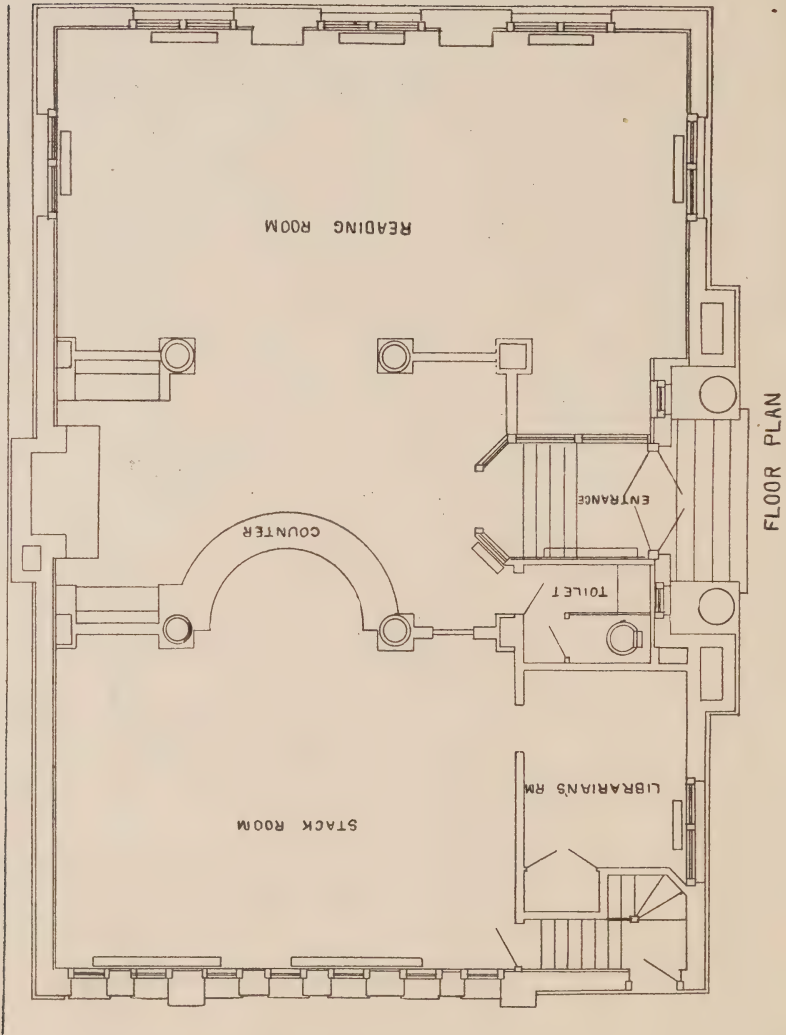
Cost of furnishings: \$900.00, including stacks removed from old library.

System of heating: Hot air.



Paris Public Library.

PARIS PUBLIC LIBRARY



No defects observed in heating up to present.

The Rev. Canon Brown, Chairman of the old Paris Library Board, in his private capacity, wrote to Mr. Carnegie asking for a gift of \$7,000 for a new library building in Paris. He received a reply stating that not less than \$10,000 would be given on the usual conditions.

Names of persons on Library Board when library was opened:—

Henry Stroud, Mayor; Rev. Canon Brown, Rev. J. E. Crinion,
Dr. W. Burt, W. N. Bell, M. Ryan, J. Smiley, A. H. Baird,
Paul G. Wickson, Hon. Sec.-Treas.

Name of official staff at time of opening:—

E. Reynett, Librarian.

Free access to books is permitted.

Age limit: 14 years.

Manuscript catalogue in use.

SARNIA PUBLIC LIBRARY.

Library completed and formally opened November 26th, 1903.

The building is of stone and pressed brick with cut stone trimmings, a metal dome and slate roof.

Size of building: 65 x 80.

The basement:—

Auditorium: 32 x 42.

Men's smoking room: 19 x 19.

Men's lavatory.

Cloak room.

Furnace room.

Coal room.

Storage room: 22 x 22.

Large room (not yet in use): 54 x 33.

Main floor:—

General reading room: 32 x 19.

Children's room: 19 x 20.

Board room: 19 x 12.

Rotunda: 22 x 22.

Librarian's office.

Ladies' lavatory.

Stack and reference room: 54 x 30.

Interior finish and fittings: Oak.

Floors: Maple.

Book stacks: Steel.

Height of stacks: 8 ft., except in Childrn's room where they are low and the cases oak.

Provision was made in original plan for increasing capacity of stack room.

Cost of building, exclusive of site: \$20,000.

Cost of furniture (special library design): \$1,500.

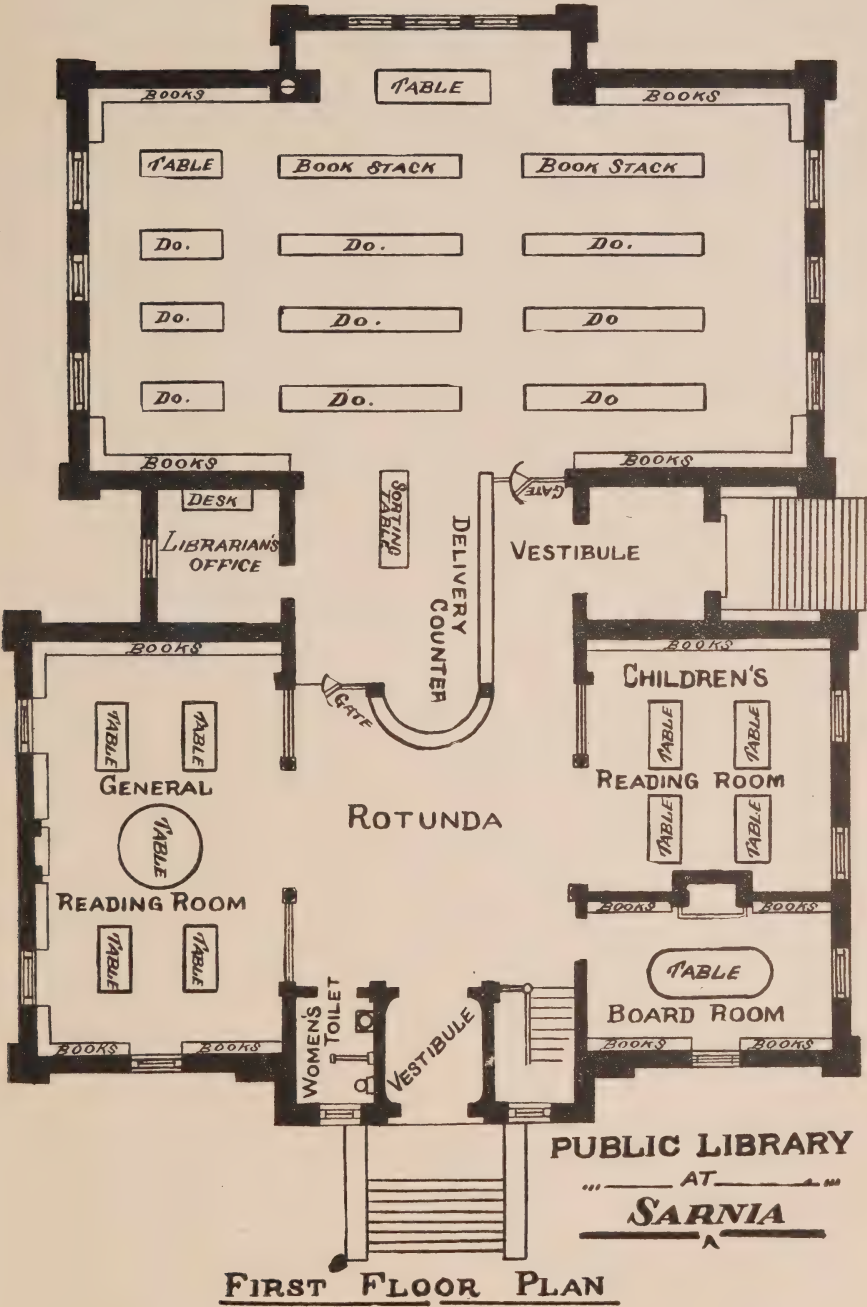
System of heating: Hot water, with grates in several rooms.

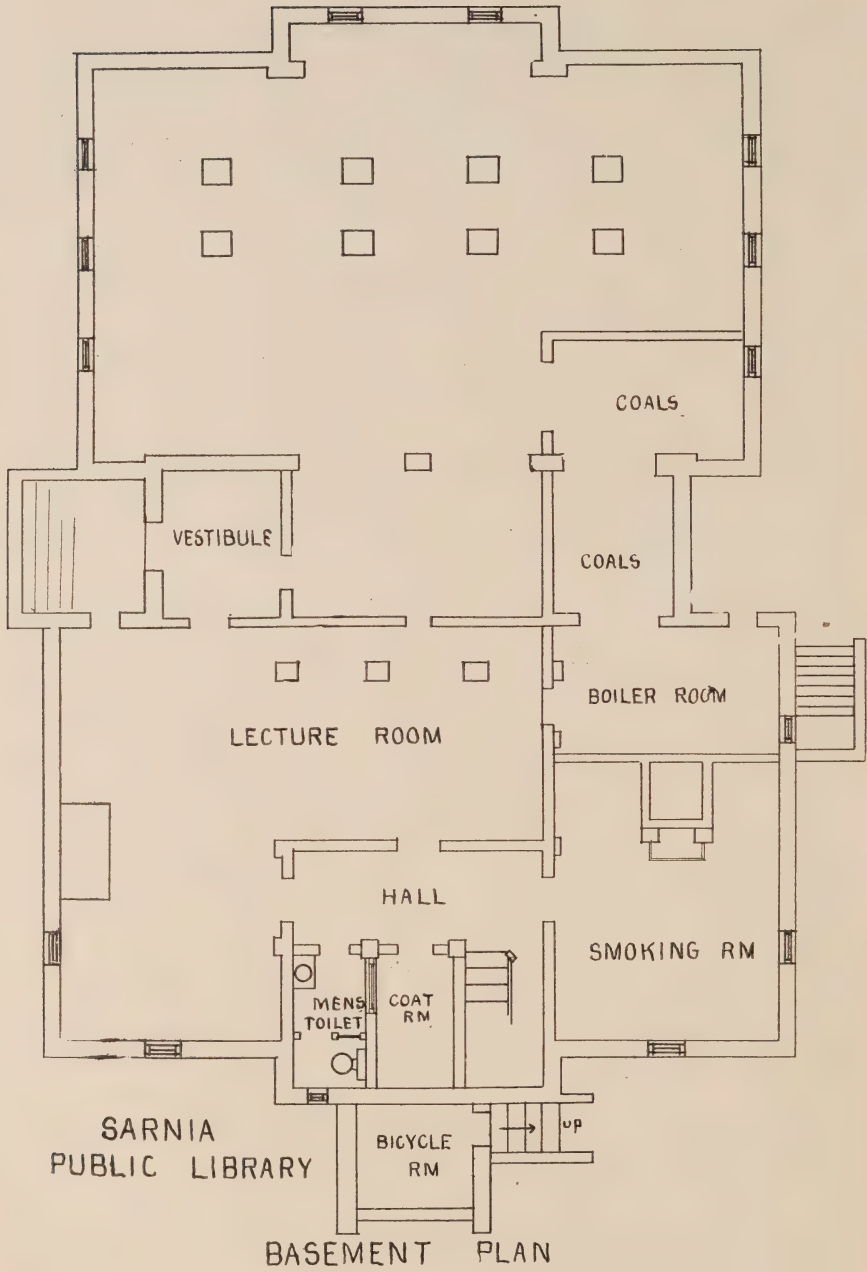
Heating system satisfactory.

The auditorium may be used by any body of a public or semi-public nature, without charge. The Historical Society, The Children's Aid Society, The Medical Association, The Camera Club and other Societies regularly meet in this room.

The Smoking room is supplied with newspapers and tables for chess and checkers are provided.







The Children's room contains all books for juveniles on shelves around the walls. These books are taken for reading in the room without the intervention of any attendant, or if desired for home use, the book is taken to the Librarian's counter and charged. In this room the chairs and tables are graduated in size so as to accommodate children of all ages. The walls are hung with pictures and the tables are supplied with children's magazines and periodicals. The librarian's counter projects into the rotunda, thus giving him supervision of all the rooms on the main floor.

The Board room is used for small public meetings when it is not necessary to use the auditorium. The Medical Association has its library on shelves around the walls of this room.

The west wing of the stackroom is used for reference books.

The width of the aisles between the stacks is five feet.

Chairs and tables are provided for those desiring to read in the stack room.

In 1902, the Library Board, through the Mayor, applied to Mr. Carnegie for a grant for a Library building. The request was complied with, and \$15,000 given. In 1905, a second grant of \$5,000 was secured for enlarging the stack room.

Library Board at time of opening of library:—

R. J. McArthur, Chairman; J. J. Spereman, Secretary; Mayor Barr, Rev. J. R. Hall, Robert McAdams, H. W. Mills, D. D. Moshier, M. Sullivan and Norman Gurd.

Official staff:—

William Sweet, Librarian.

Patricia Spereman, Assistant Librarian.

Arthur Payne, Janitor.

Free access to the books is permitted.

No age limit exists, but children cannot become members without consent of parents.

System of classification: Dewey decimal.

Card catalogue.

Special attention is devoted to library work for children.

Books suitable for children in every department of literature have been freely purchased. The assistant librarian has been given special charge of children's work.

A story hour has been inaugurated by the children's librarian.

Stories are told to the children so as to interest them in great men, or events, and in nature study, science, etc. The children are told what books are in the library dealing with the subject of the story, and encouraged to read for themselves.

The policy of the Board has not been to send out Travelling Libraries to the schools, but to bring the children to the library.

The Board has secured the co-operation of the teachers who make lists suitable for the different forms. Copies of these lists are given to the children's librarian, and to the scholars in each form, and form part of the school curriculum.

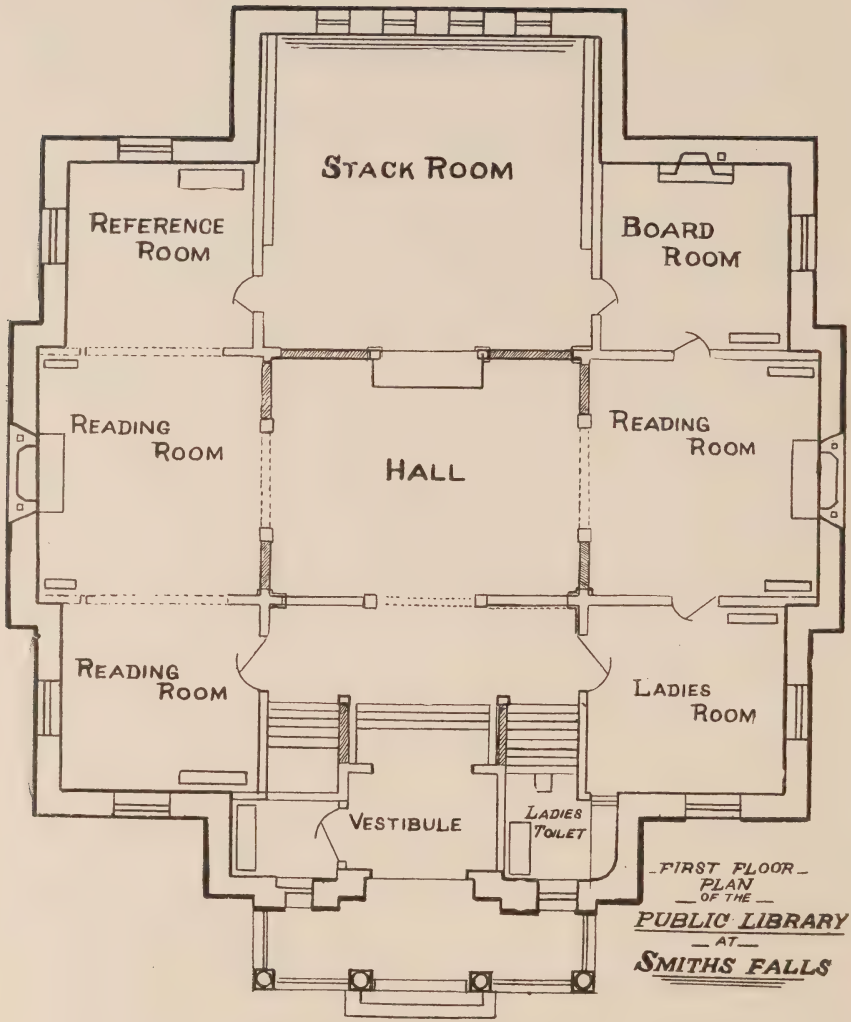
The Library Board publish reviews of important books in the town papers.

Bulletins are issued of books on important subjects.

No fees are collected for cards.

Any resident of the Town on signing an application may become a member without a guarantor, whether he is a property owner or not.

Two books may be drawn at a time, provided only one is fiction.



SMITH'S FALLS PUBLIC LIBRARY.

In January, 1902, Mr. G. F. McKim, who had been an active member of the Library Board for several years, wrote to Mr. Andrew Carnegie asking for a gift of \$10,000 to aid in the erection of a new library building. The request was granted upon the usual conditions. Mr. McKim then interviewed Mr. C. B. Frost and the Hon. F. T. Frost. These gentlemen offered to donate \$10,000 in twenty annual payments of \$500 each towards the maintenance. Mr. W. H. Frost also offered \$100 a year for 20 years for the same purpose, and Mr. Carnegie's gift was increased to \$11,000. The propositions were accepted by the Town Council. Plans were prepared in 1903 by Mr. G. M. Bayly, Architect, and the building was completed during the year under the supervision of Senator Frost, Mr. H. A. Lavell and Mr. McKim acting as Building Committee. The library was formally opened on the 25th of February, 1904. On the 28th of April, 1906, Mr. Carnegie visited the library and expressed himself as greatly pleased with it. He pronounced the building the handsomest small library which he had seen.

Material used in building: Stone basement with superstructure of pressed brick, trimmed throughout with white wood.

Size of building: 57 x 51.

Rooms in basement: Recreation room, 14 x 42; janitor's apartments, including kitchen, dining room, bedroom, parlor and bathroom, boiler room and store room.

Rooms on First Flat:—Reading room, 15 x 43; reading room, 17 x 18; rotunda, 18 x 18; Board room and a ladies' waiting room.

Rooms on Second Flat:—A hall, seating capacity of 200.

Wood used for interior finish: White wood, stained.

Material used for stacks: White wood.

Provision has been made for increasing the capacity of stack room.

Cost of building exclusive of lot: \$11,000.

Cost of furnishings: \$900.

System of heating: Hot water.

Gifts from Mr. Carnegie: \$11,000.

Names of persons on Library Board when library was opened:

G. F. McKim, A. G. Farrell, H. A. Lavell, J. A. Houston, F. Whitcomb, W. J. Keith, R. J. Brodie, S. W. Gilroy.

Names of official staff at time of opening:—

Edith Sutton, Librarian.

F. Shepherd, Janitor.

Is free access to the books permitted? No.

Is there an age limit? No.

ST. MARY'S PUBLIC LIBRARY.

Library completed: July 18th, 1905.

Formally opened: August, 1905.

Material used in building: St. Mary's limestone.

Size of building: 50 x 40.

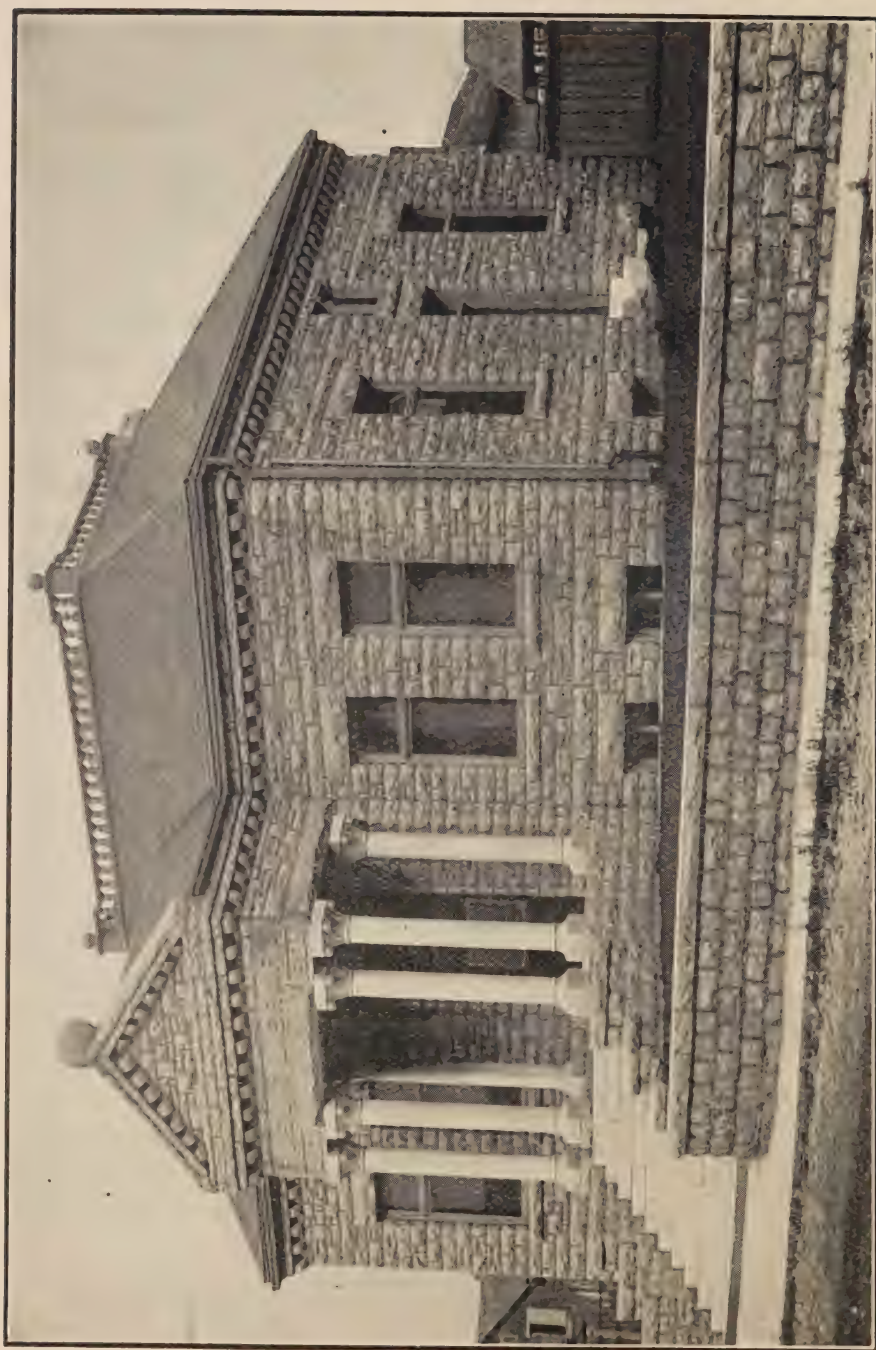
Basement:

Store room, 15 x 36.

Furnace room, 12 x 28.

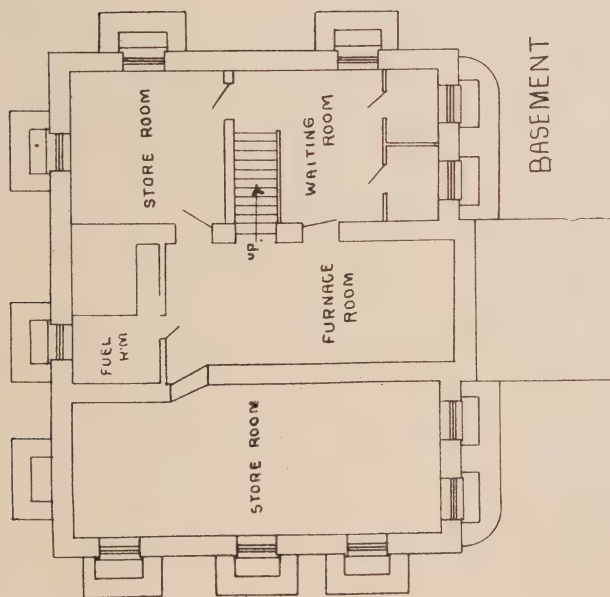
Fuel room: 15 x 15.

Waiting room: 15 x 20.

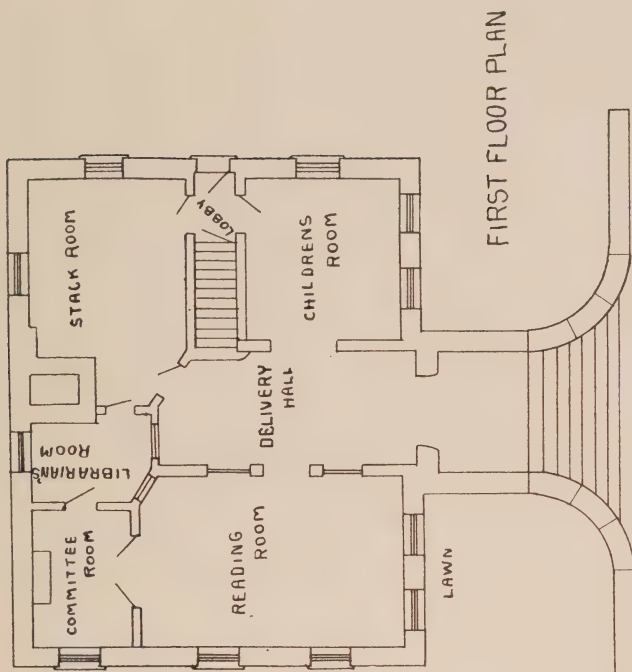


The St. Mary's Public Library

ST. MARYS PUBLIC LIBRARY



BASEMENT PLAN



FIRST FLOOR PLAN

First Floor:—

Reading room: 17 x 25.

Board room: 9 x 13.

Stack room: 8 x 12.

Hall: 11 x 24.

Second Floor:—

One room.

Wood used for interior finish: Oak.

Wood used for fittings: Oak-mission.

Material used for stacks: Oak.

Height of stacks: 7 ft.

Provision has been made for increasing capacity of stack room.

Cost of building exclusive of lot: \$8,961.

Cost of furnishings: \$1,057.

System of heating: Hot air.

Gifts from Mr. Carnegie, \$10,000.

On the 8th of February, 1904, the Town Council passed a resolution asking for a gift of \$10,000 from Mr. Carnegie. The request was granted upon the usual terms.

Members of Library Board when library was opened:—

H. L. Rice, S. K. Martin, J. Selater, D. Currie, J. Egan, R. S. Box, R. Graham, J. Robert.

Names of official staff:—

H. L. Rice, Chairman.

J. Robert, Secretary.

Lottie King, Librarian.

Free access to the books is not permitted.

Age limit, 14 years.

Printed catalogue.

ST. THOMAS PUBLIC LIBRARY.

In 1902, Mr. W. H. Murch, President of the Board of Trade, communicated with Mr. Carnegie, through his agent, as to his willingness to make a grant for the building of a new library, and received a favorable reply. The Public Library Board accordingly made a formal application to Mr. Carnegie.

In May, 1903, the agreement with Mr. Carnegie came before the City Council for ratification, and the terms were formally accepted. In the same year a building lot was purchased to the rear of the City Hall, and during 1904 and 1905 the building was erected. Mr. Carnegie's grant amounted to \$27,000—\$25,000 for the building and \$2,000 for the furnishings.

On February 10th, 1906, the new Library Building was formally opened, and addresses were delivered by members of the Board, prominent citizens, and representatives from other libraries.

At the time of the formal opening the Library Board consisted of the following members:—

His Worship, Mayor Lawrence.

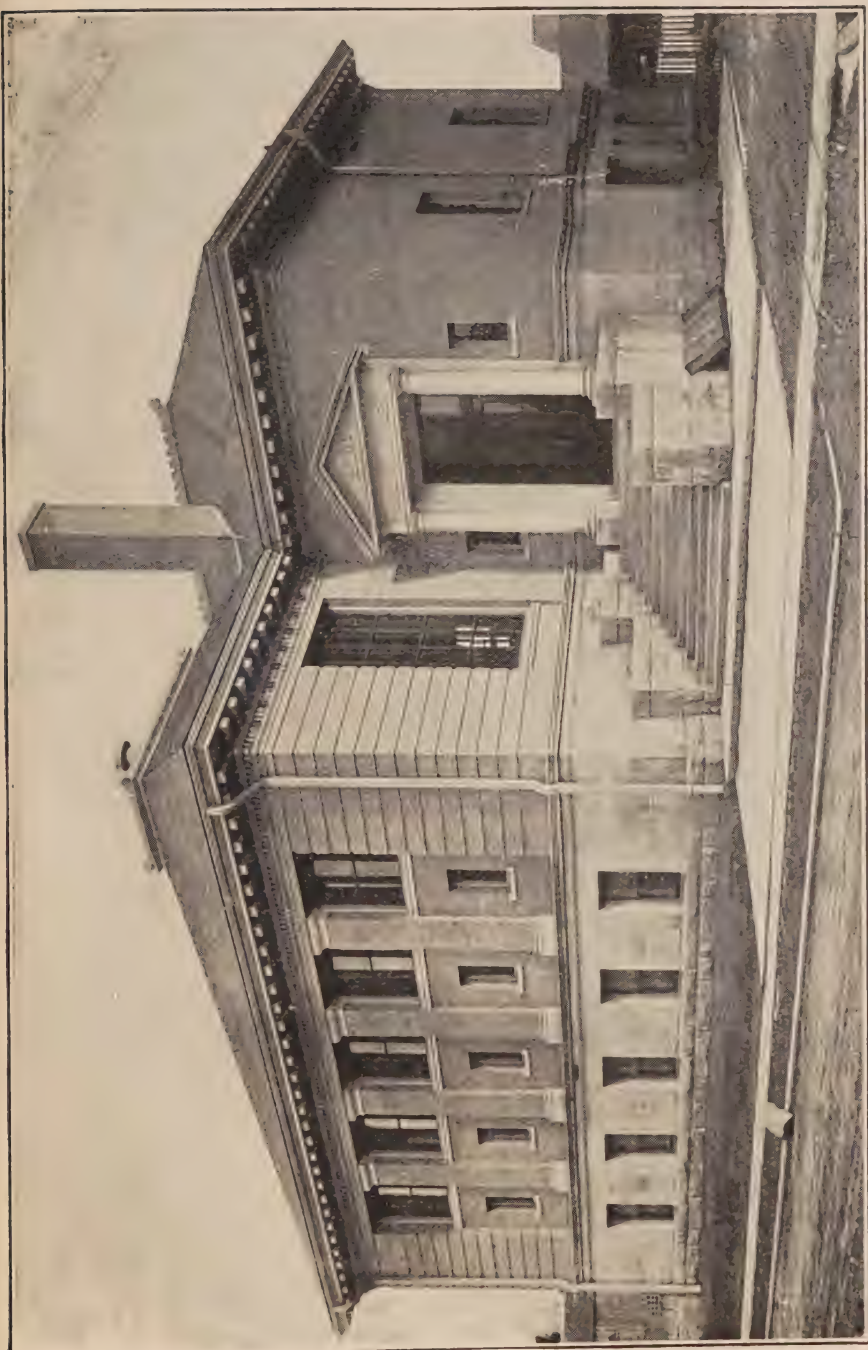
Geo. Crocker, Esq., Chairman.

O. J. Stevenson, M.A., D. Paed, Secretary.

D. Ferguson, Esq.

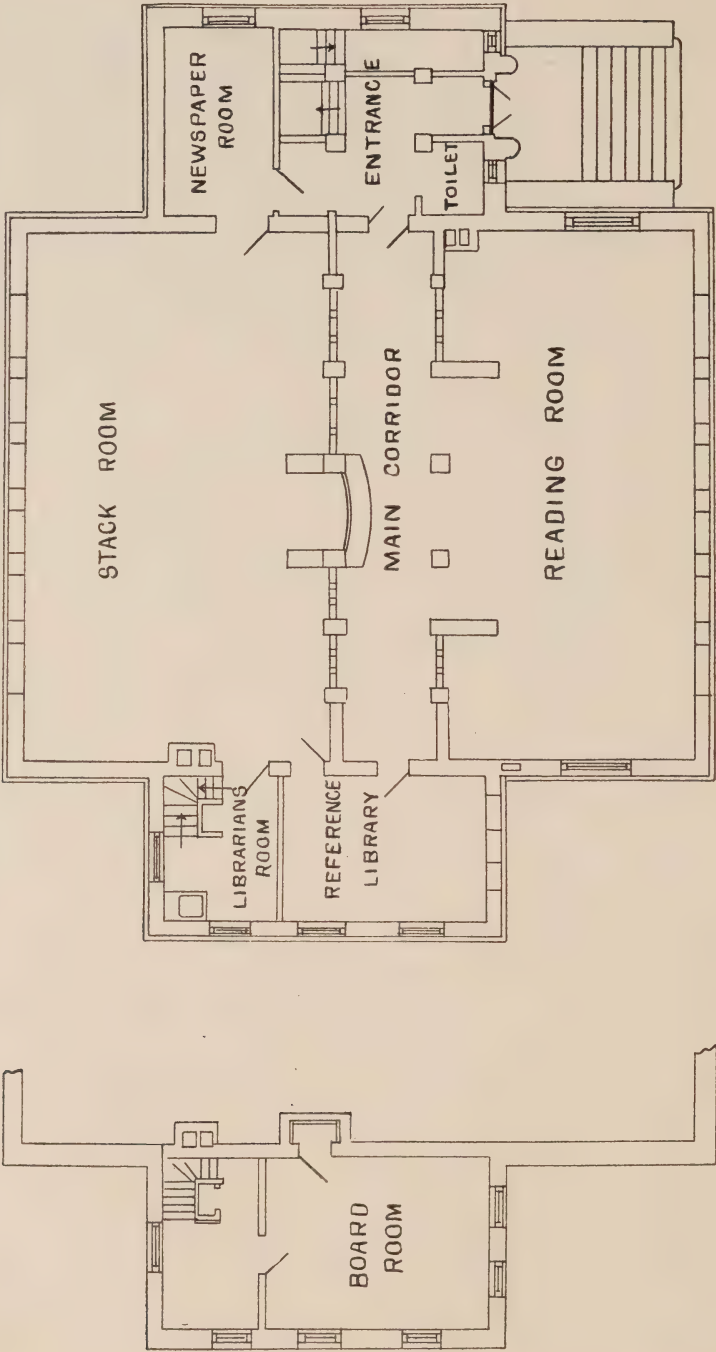
Samuel Price, Esq.

C. W. Regan, Esq.



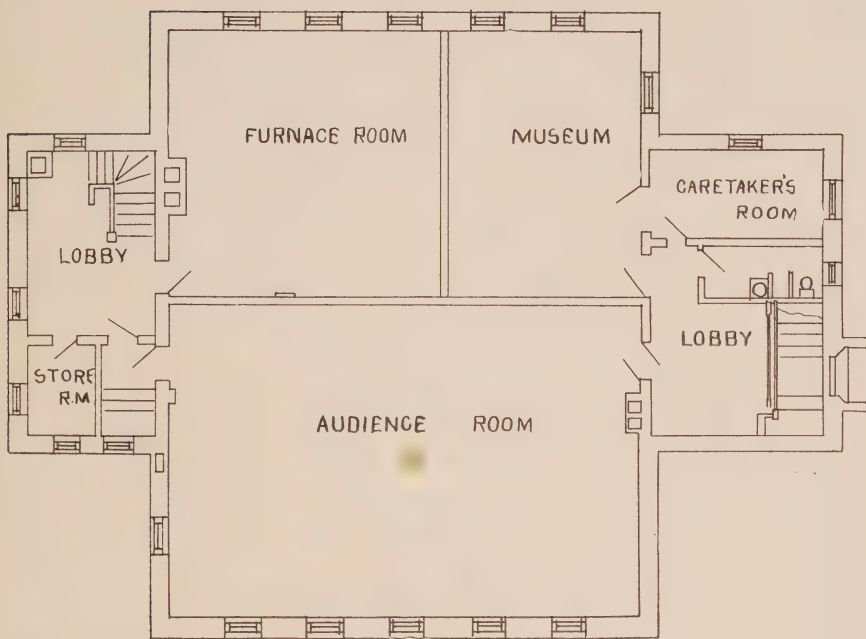
St. Thomas Public Library

PUBLIC LIBRARY ST THOMAS



GROUND FLOOR PLAN

PUBLIC LIBRARY ST THOMAS



BASEMENT PLAN

D. W. Newcombe, Esq.
A. Killingsworth, Esq.
T. B. Wright, Esq.

The officers consisted of:—

Mrs. A. C. MacDonald, Librarian.
Miss K. Frazer, Assistant.

Shortly after the opening of the library Mr. T. B. Wright, having previously resigned from the Board, was appointed caretaker of the library, and Mr. W. H. Murch was appointed by the City Council to fill the vacancy on the Board.

Rooms on each floor and their uses:—

Basement: Two halls, lavatory, and five other rooms, viz.—

The auditorium, capable of seating 300 persons. Meetings of an educational character only are permitted. A small fee is charged for the use of the room, to cover cost of lighting. The auditorium was first used on February 23rd, 1906, two weeks after the opening of the library, for a lecture by the Canadian poet, William Wilfrid Campbell.

Two rooms set apart for a museum.

Two rooms intended for furnace rooms, but now used as rooms for storing, unpacking, etc.

Ground floor: Vestibule, hall, lavatory, main corridor and five other rooms, viz.—

The magazine room and general reading room.

The stack room.

The news-room, for daily and weekly papers only.

The reference room.

Typewriter and repairing room.

First floor: Cloak room and Board room situated directly above the Reference room. The Board room has a balcony looking out over the main corridor, stack room and reading room.

Free access given to the books, except fiction.

Age limit: Nominally children under twelve are not permitted to take out books, but in reality the matter is left to the discretion of the librarian. From \$50.00 to \$100.00 per year is granted for the purchase of books for use in the Collegiate and Public Schools.

System of classification and cataloguing: Our librarian was this summer sent to Boston, Mass., to learn the Dewey System, and this system is now being introduced. We intend to have a printed catalogue for the books in fiction, and an indicator to show whether they are in or out. Books in fiction will be numbered according to the Cutter table. For books other than fiction we intend to use the Card Catalogue and the Dewey classification.

Cost of building, exclusive of site: \$25,000 for the building; \$2,000 for the furnishings; \$27,000 in all.

Library completed: December, 1905.

Formally opened: February 9th, 1906.

Materials used in building: Buff brick with stone facings.

Wood used in interior finish: Black ash.

Wood used in fittings: Golden oak.

Material used for stacks: Steel.

Height of stacks: 7 feet 4 inches.

Provision has been made for increasing the capacity of stack room.

Gifts from Mr. Carnegie: \$27,000.

Lighted by electricity.

System of heating: The building is heated with exhaust steam from the city gas works.

The following newspaper clipping will explain the system in further detail:—

The city of St. Thomas has just installed a system of heating for the Public Library and the City Hall by utilizing the exhaust steam from the Street Railway engines at the power house, which is now a waste product. The system is as follows:—The exhaust steam is carried through a heater which is filled with small corrugated tubes, these tubes being filled with water. In passing through this heater the water is heated to a temperature the same as the steam. Then by means of a force pump it is forced through a main pipe four inches in diameter to the buildings, where it is attached to the mains and the radiators in the buildings.

“There is also a return pipe which carries the water back after passing through the radiators, when it is again heated either by the speed of the pump or by control valves placed on the mains as they enter each building. The 4 in. mains and the return pipe which carry heat to the buildings are laid underground. They are covered with asbestos wool to prevent the heat escaping, and then wrapped with hemp packing and enclosed in a 12-inch vitrified tile with cement joints. The saving of this system will be practically the whole cost of heating the buildings with coal. There will also be the saving of the labor attending the firing of the furnaces.”

Defects in the present building: The only defect that we have yet noticed is that the newspaper room is not quite large enough.

STRATFORD PUBLIC LIBRARY.

Library completed: September, 1903.

Material used in building: Red brick, stone foundations.

Size of buildings: 53 x 62.

The basement:—

Janitor's residence, furnace room and coal bins, storage room.

First flat:—

Reading room: 22.6 x 50.6.

Central delivery hall: 21 x 17.

Stack room: 25 x 27.

Reference room: 27 x 10.

Children's reading room: 21½ x 14½.

The rooms are separated by grills and glass so that both reading rooms are under the eye of the librarian at the delivery desk.

Second flat:—

Auditorium: 27 x 58.

Board room: 21½ x 15.

Special room: 36 x 18.

Cost of building exclusive of site: \$14,600.

Cost of fittings: \$500.

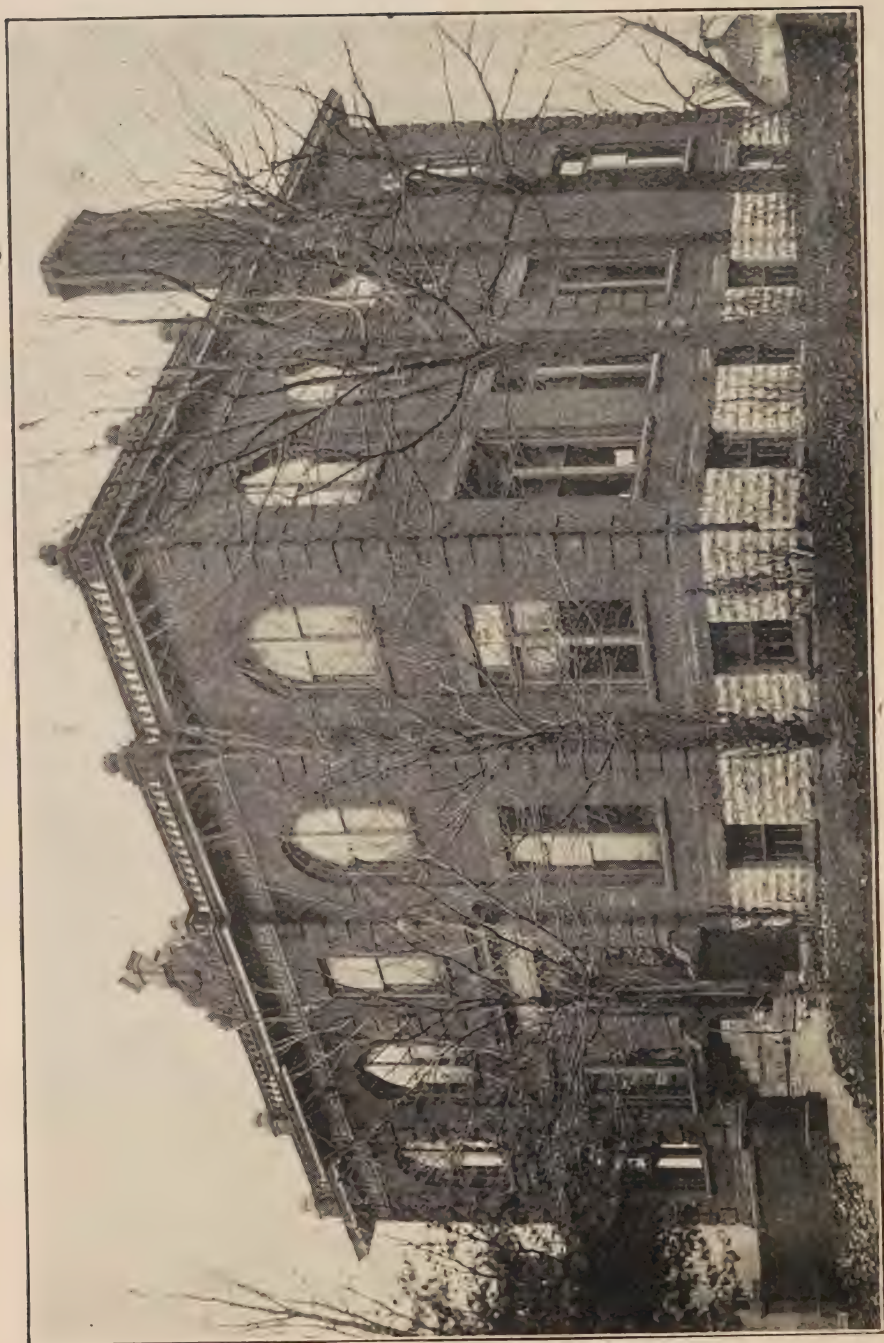
System of heating: Steam.

Heating satisfactory.

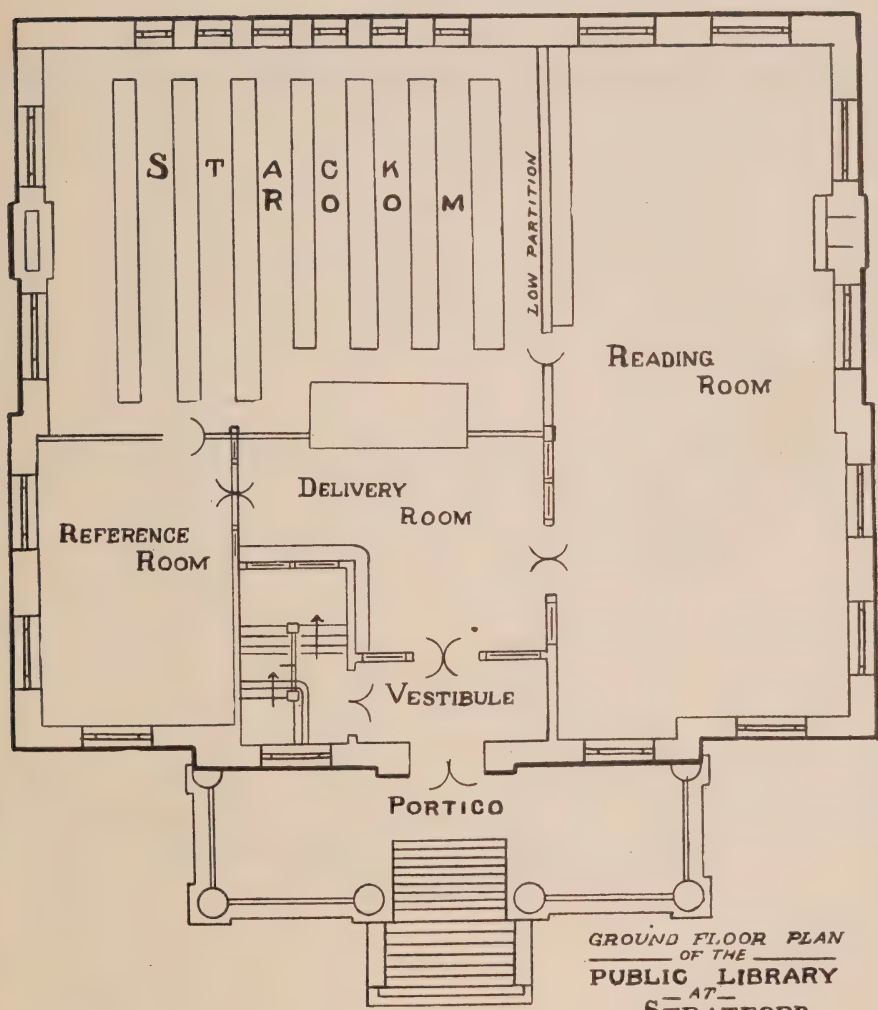
Wood used in finishing building: Ash.

Wood used in fittings: Ash.

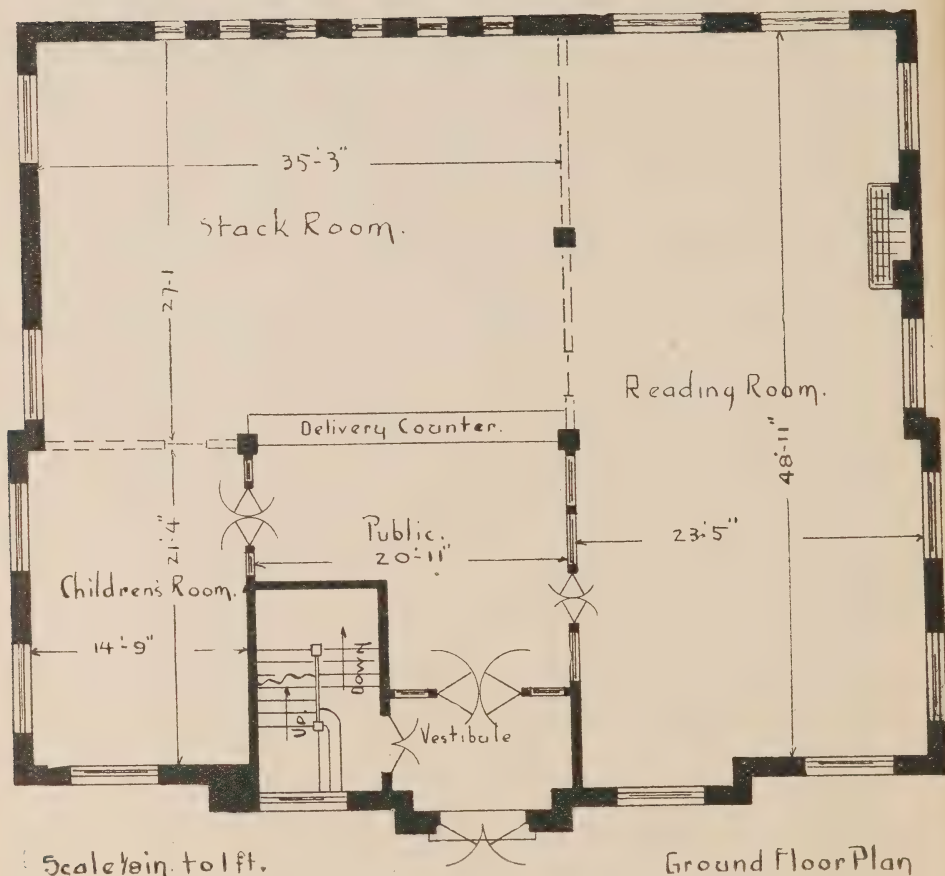
Grant from Mr. Carnegie: \$15,000.

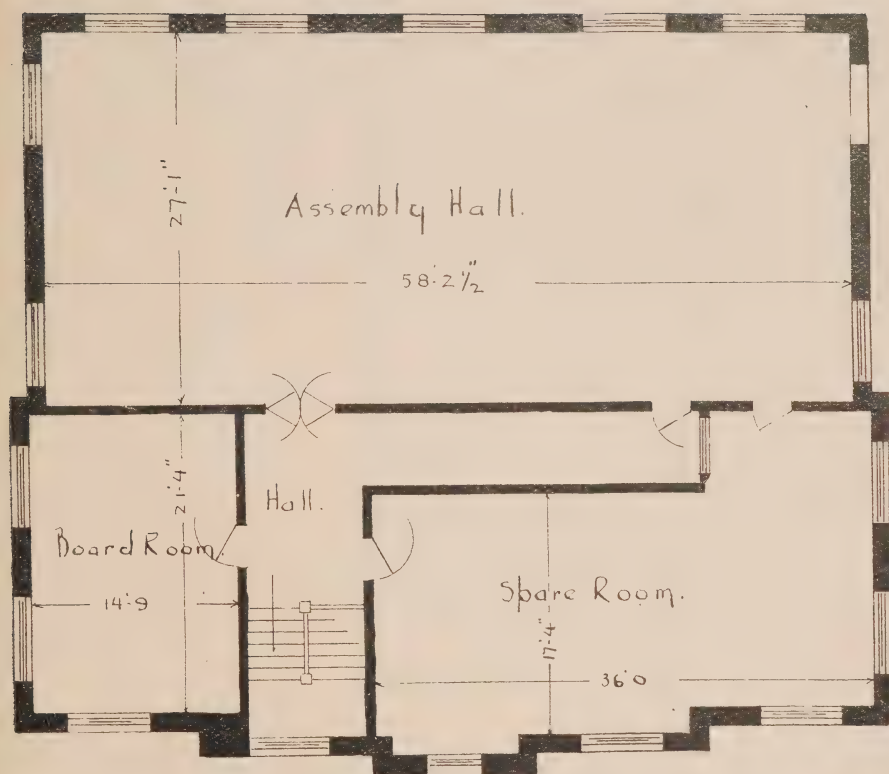


The Stratford Public Library



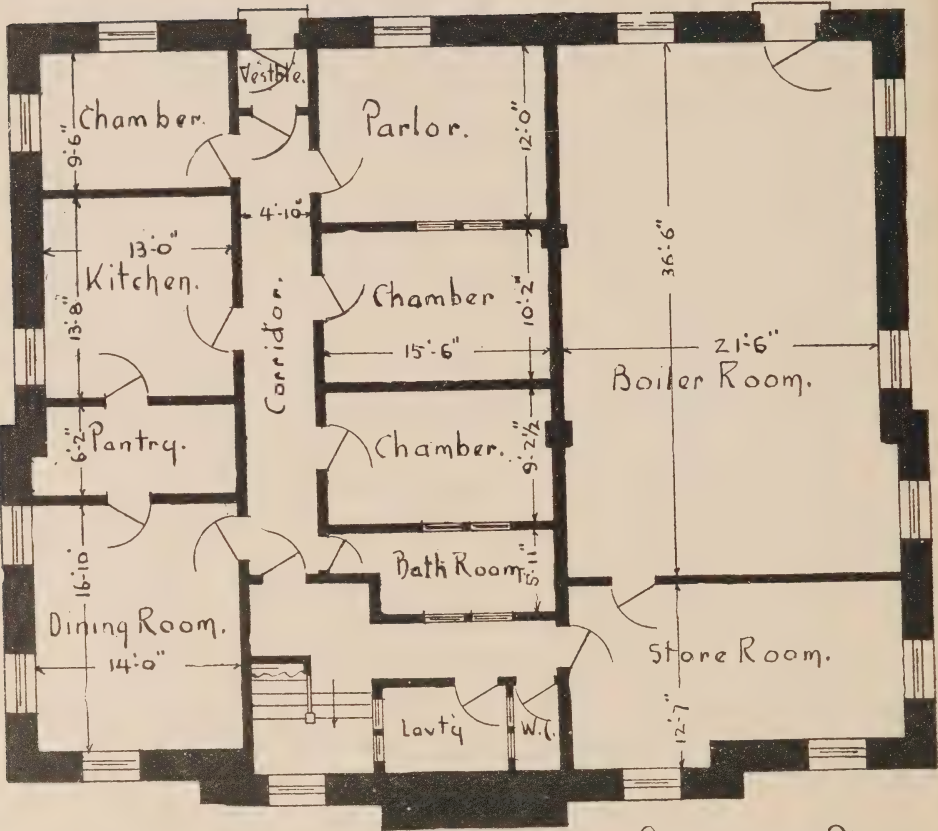
GROUND FLOOR PLAN
OF THE
PUBLIC LIBRARY
— AT —
STRATFORD





First Floor Plan

STRATFORD



Scale 1/8 in. to 1 ft.
STRATFORD

Basement Plan.

The correspondence with Mr. Carnegie was taken charge of by Mr. R. T. Orr, Chairman of the Library Board.

The Board for 1902:—

J. Steele, Chairman; R. T. Orr, Secretary; J. R. Stuart, W. J. Ferguson, H. A. Barker, J. O'Loane, J. A. Devlin, J. Stamp, Mayor.

Library Board for 1903:—

J. R. Stuart, Chairman; R. T. Orr, Secretary; the remainder of the board being the same as in 1902, with the exception that W. Hepburn replaced Mr. Stamp as Mayor.

Librarian: Miss L. Johnston.

Assistant Librarian: Mrs. E. Robertson.

Free access is permitted to all books except fiction.

Age limit: 12 years.

Classification:—

In printed catalogues under 30 heads. The shelf grouping is in 12 sections, biography, poetry and religion being classified by author, history and travel by country alphabetically, physics and science by sub-section under title. The Dewey system will replace the present system at an early date.

WATERLOO PUBLIC LIBRARY.

Up to 1903 the Library and Reading Room had its quarters in a part of the Market building. It served the purpose well in the early years, but had become totally inadequate. A request was preferred to the Town Council for better accommodation, which it was found impossible to give without erecting a separate building. The Mayor then communicated with Mr. Carnegie and asked upon what conditions he made grants for the erection of libraries. Mr. Carnegie replied that the grants were made on conditions that the town furnish a free site and guarantee to spend annually in the maintenance of the Library, an amount equal at least to one-tenth of the sum granted. The matter was then brought before the Board of Trade and it was decided to make a requisition for \$10,000, and a recommendation was sent on to the Town Council to pass the necessary by-law to guarantee free site and to spend at least \$1,000 annually in maintenance of the Library. A certified copy of this by-law, together with a statement of the town's population and assessment and the leading facts about the Public Library were forwarded to Mr. Carnegie and a grant of \$10,000 was made.

The first Library Board after the Library was completed was:—

David Bean, Chairman; C. A. Haehnel, Secretary; J. G. Stroh, W.

H. Riddell, Rev. Father Spetz, George Cork, Rev. E. A.

Schultz, Peter Fischer, and the Mayor of the town.

Emma B. Roos, Librarian.

Library completed: September 1st, 1905.

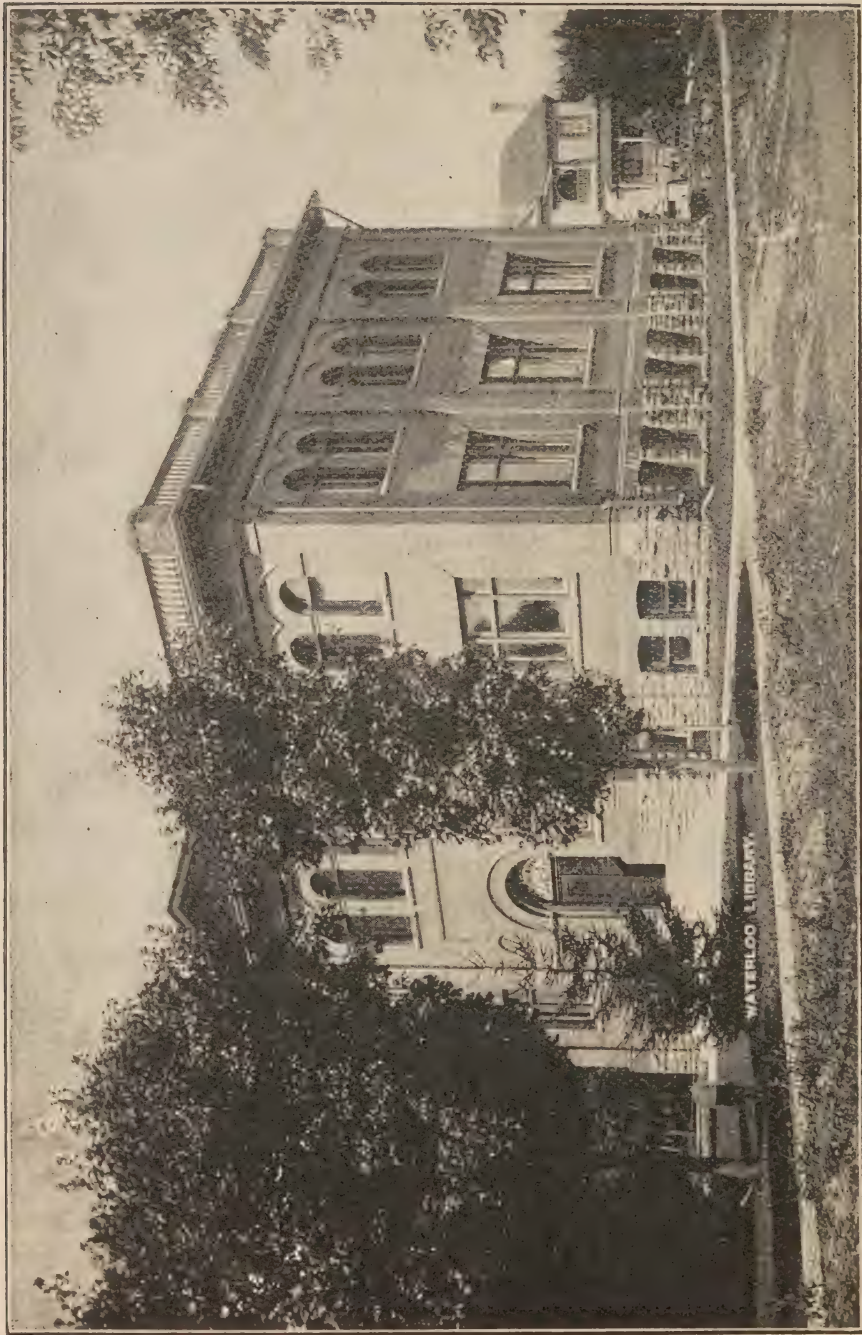
Library opened: November 6th, 1905.

Material used in building: Stone and brick.

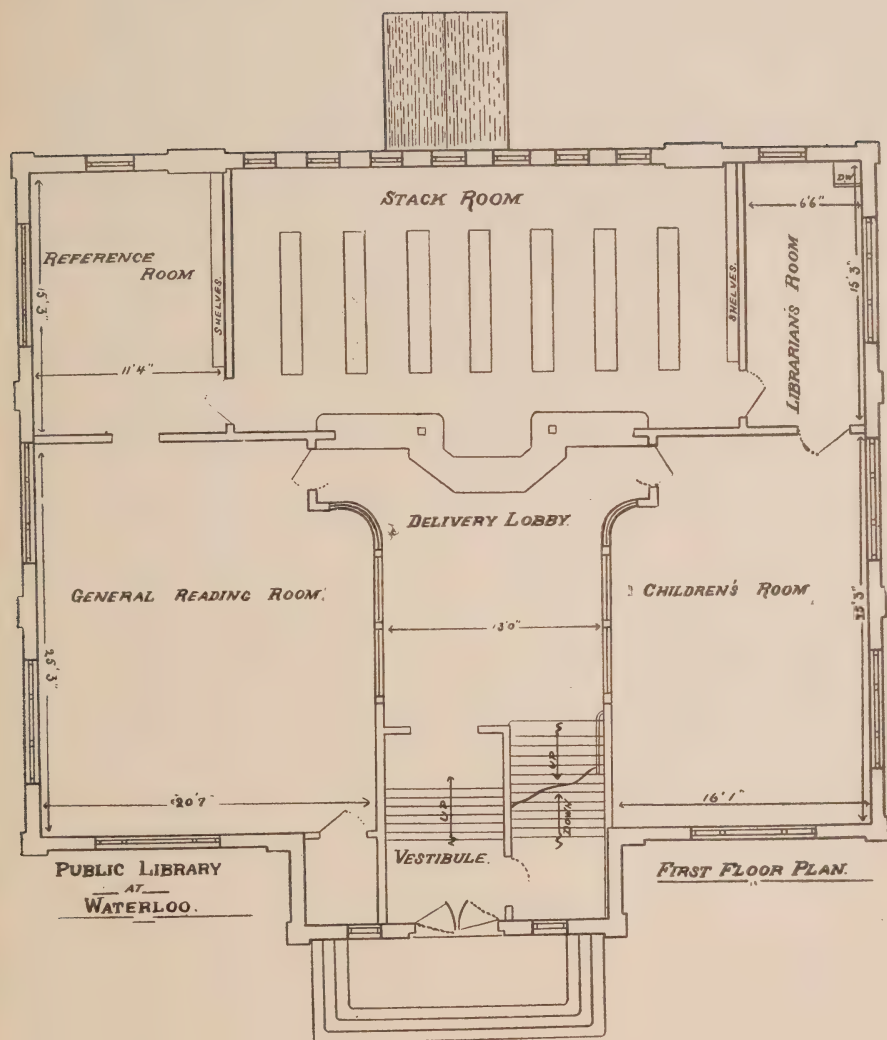
Size of building: 54 x 44.

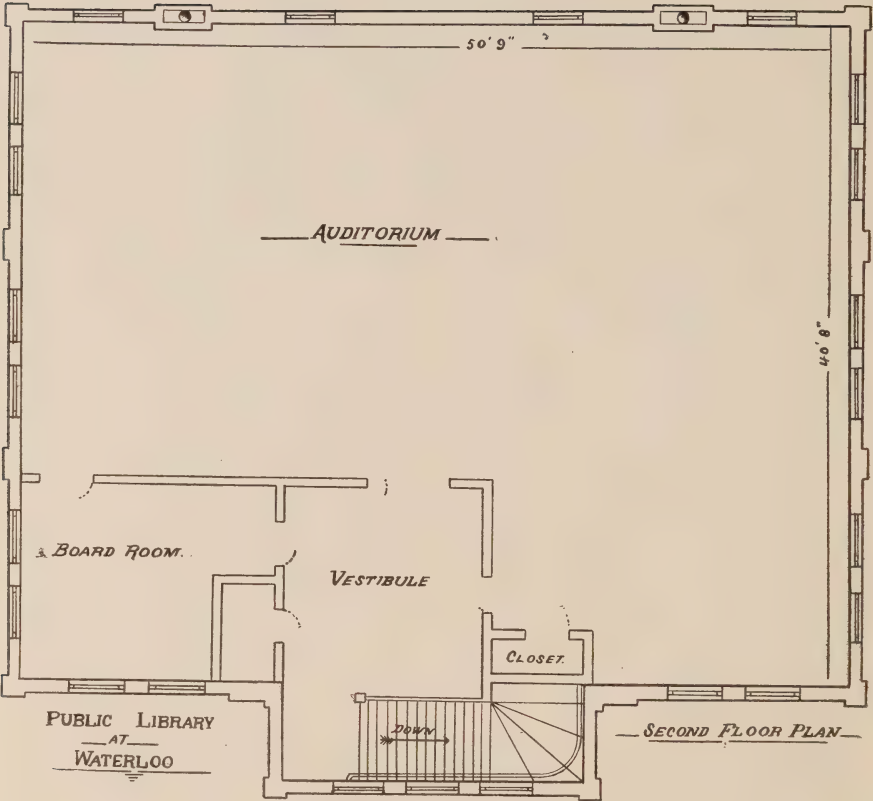
The number of rooms on each flat including uses to which they are put.

Basement:—



The Waterloo Public Library





First floor:—

General reading room: 25 x 21.

Vestibule: 25 x 13.

Children's room: 25 x 16.

Reference room: 15 x 11.

Librarian's room: 17 x 15.

Second floor:—

Board room: 14 x 12.

Vestibule: 12 x 12.

Hall: 51 x 28 (all in one room).

Wood used for interior finish: Ash.

Wood used for fittings: Ash.

Material used for stacks: Ash.

Height of stacks: 7 ft.

Provision has been made for increasing capacity of stack room.

Cost of building, exclusive of lot: \$9,253.75.

Cost of furnishing: \$1,401.34.

Free access is not given to books.

Age limit: 12 years.

System of classification and cataloguing: Dewey decimal.

System of heating: Hot air.

The heating system might be improved.

Special work: A catalogue for children.

WINDSOR PUBLIC LIBRARY.

Mr. Andrew Braid began correspondence with Mr. Andrew Carnegie with a view to his donating funds for a new Library, the frame building which had done duty since the formation of the library having become entirely inadequate. The correspondence resulted in Mr. Carnegie offering \$25,000 on the conditions he usually stipulates as to a free site and appropriation of an annual sum for proper maintenance of the Library. The offer was laid before the City Council and accepted; a site was selected and purchased, and the new building (erected from plans drawn by John Scott & Co., architects, Detroit, Mich.) was opened on the 16th of October, 1903, the ceremony being performed by the Hon. Richard Harcourt in his capacity of Minister of Education. Mr. Carnegie later on made a further donation of \$2,000, bringing the contribution up to \$27,000.

The members of the Library Board of Management at the time of the opening were as follows:—J. E. D'Avignon, Chairman of the Board; Andrew Braid, Secretary of the Board; A. P. E. Panet, Chairman of the Building Committee; and Rev. J. C. Tolmie, W. S. Cody, John E. Gow, John Connelly and A. F. Coulter. Librarians were: Miss Honora Watson, with Miss F. Eva McCrae and Miss Anna Watson for assistants.

Library completed: October 10th, 1903.

Library opened: October 16th, 1903.

Materials used in building: Brick with stone facings.

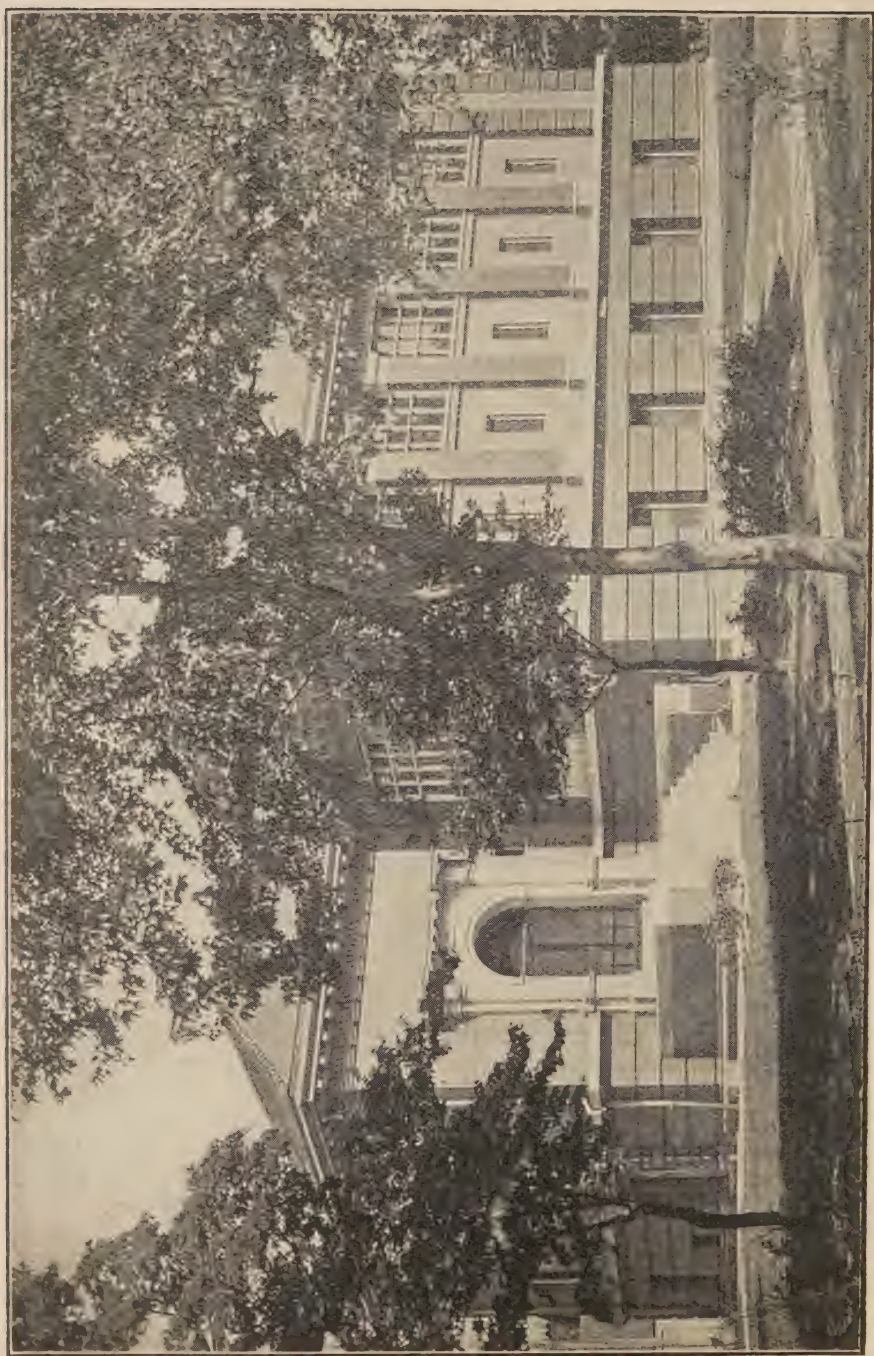
Size of building: 92.4 x 63.7.

Wood used for interior finish: Red oak and hard maple.

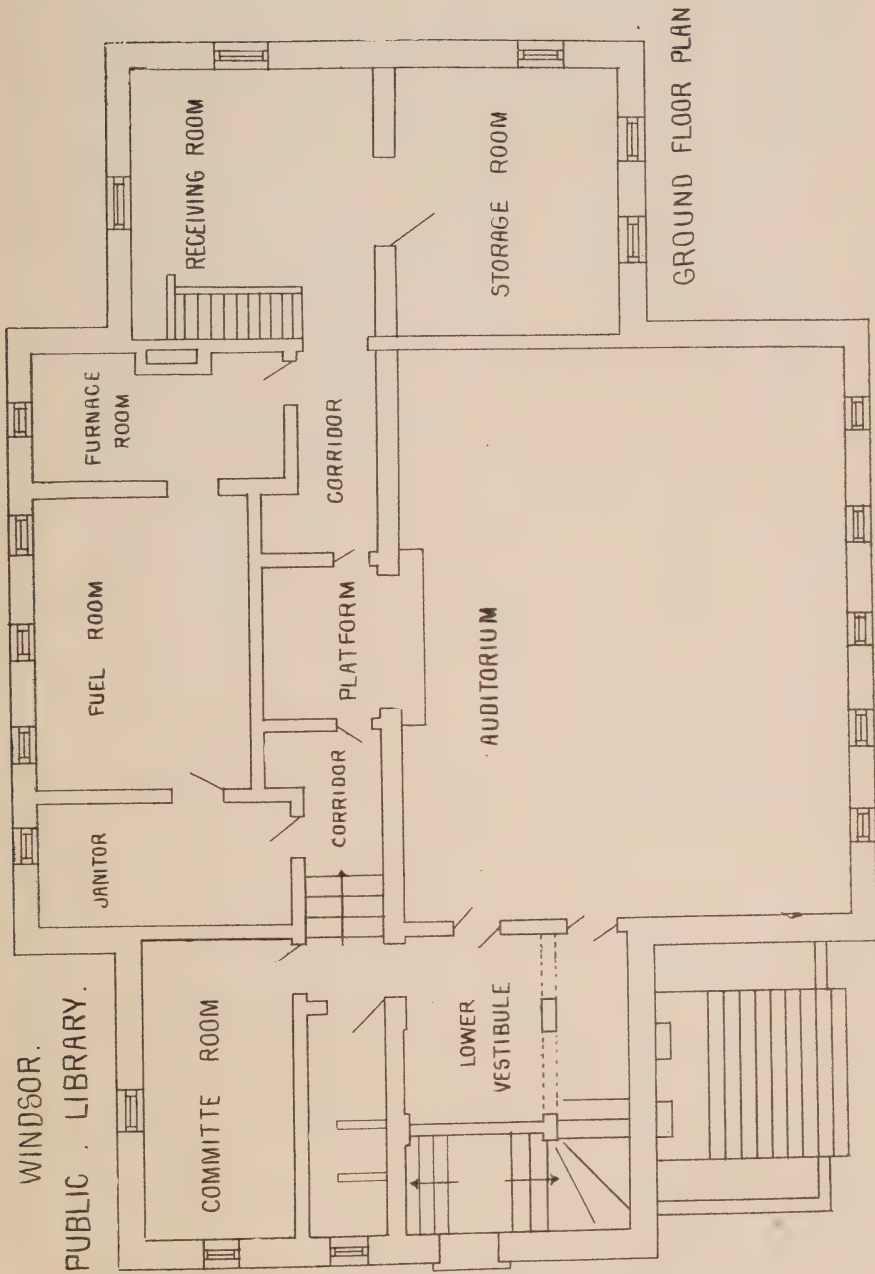
Wood used for fittings: Oak.

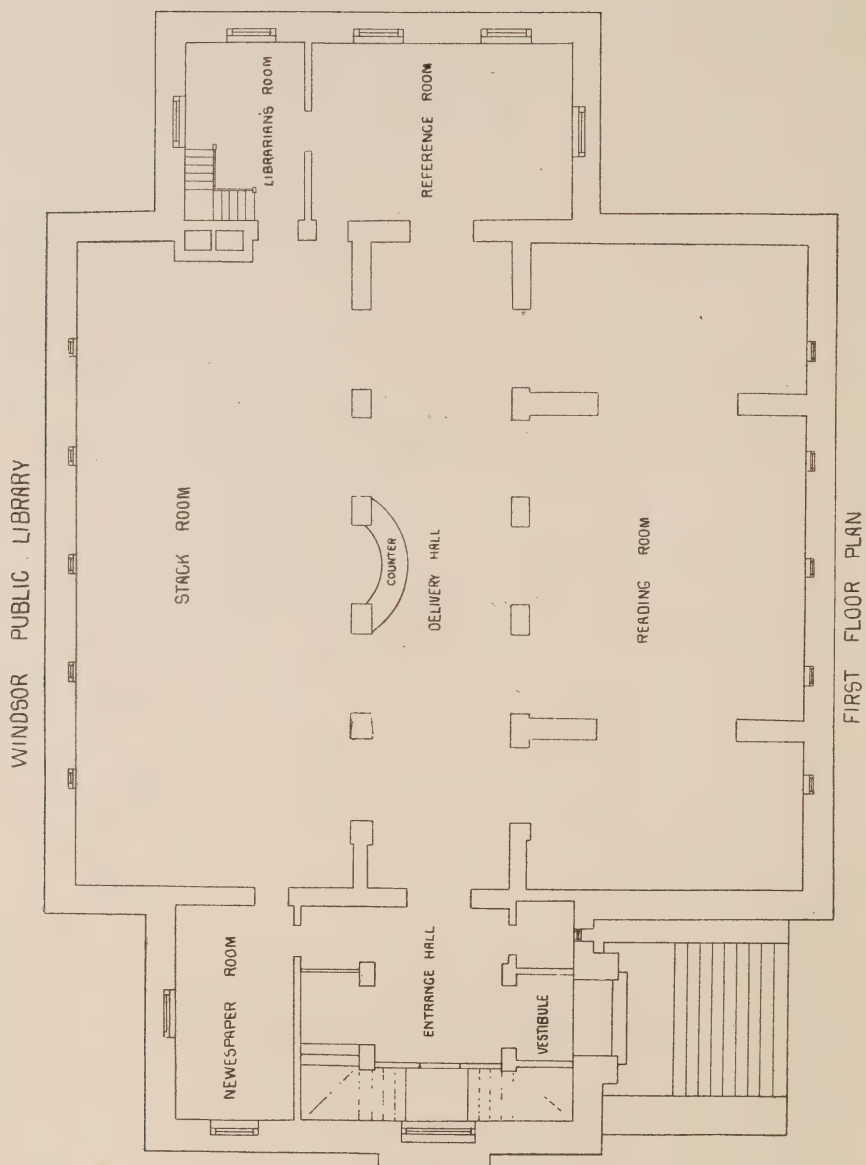
Material used for stacks: Steel.

Height of stacks: 7 ft. 6 in.



The Windsor Public Library





Provision has been made for increasing capacity of stack room.

Cost of building, exclusive of lot: \$25,000.

Cost of furnishings: \$1,600.

Free access is given to stack room and reference room.

Age limit: 16 years. Librarian is given discretionary powers.

System of classification: Dewey decimal.

System of heating: Low pressure steam.

Basement:—

Auditorium: 24.6 x 53.

Fuel room: 23 x 16½.

Boiler room: 15 x 16½.

Storage room: 14.10½ x 16.11½.

Storage room: 9.9½ x 18.10.

Committee room: 12.9 x 16½.

First floor:—

Entrance: 10.6 x 11.

Delivery room: 11.6 x 53.

General reading room: 23 x 53.

Reference room: 15 x 22.6.

Librarian's room: 10 x 13.

Stack room: 23½ x 53.

Ladies' reading room: 10 x 18.10.

Second flat:—

Board room: 15 x 22.6.

APPENDIX I.—REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.

To the Honourable R. A. PYNE, M.D., LL.D., M.P.P.,

Minister of Education for the Province of Ontario.

SIR,—I have the honour to submit herewith the Report of the Library of the Education Department for the year 1906.

The number of books loaned during the year as contained in the following Table is 7,208, being 300 more than in 1905, an increase of about 5 per cent.

The Library loaned 23 books each week day in the year, the books remaining out for two weeks at a time.

It is gratifying to be able to report that not a single book has been lost during the past year.

For many years the Teachers residing in Toronto have enjoyed the privilege of taking out books from the Library relating to the various branches of education in which they were specially interested. Many advantages, I have no doubt, accrued to them through this privilege, of which they were sensibly appreciative. I am now issuing books to two teachers who, while actively engaged in teaching, are studying with a view to improving their

professional status. In both cases the books are being returned regularly and in good order. Taking this as an example it might fairly be assumed that there are many others who would avail themselves of the benefits of the Library to advance their educational standing if they but knew that some of the necessary books could be obtained from its shelves. Of course no Reference Books are allowed to be taken from the Library.

My last year's Report gave a list of the Educational works and their Authors which were added to the Library; this year a similar list is given.

Number of Books loaned, 1897-1906:

Books given out in the month of—	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906
January	699	608	484	526	518	542	587	673	646	714
February	1,370	928	868	948	1,124	959	1,036	970	848	877
March	1,702	1,393	1,158	1,454	1,563	1,084	1,538	978	777	1,042
April	1,111	882	848	766	997	1,187	899	854	497	578
May	923	969	895	911	867	832	901	738	723	853
June	609	677	518	540	576	510	591	482	317	319
July	254	265	256	231	317	336	168	220	296	344
August	184	233	329	224	176	233	152	259	260	203
September	514	410	489	432	411	538	476	378	446	401
October	1,200	1,043	1,018	1,312	1,058	958	761	776	661	616
November	1,099	1,024	1,034	1,229	1,014	1,158	687	900	962	776
December	704	464	549	547	516	535	600	480	475	485
Totals	10,369	8,896	8,446	9,120	9,137	8,872	8,396	7,708	6,908	7,208

Number and Subjects of the Books Purchased in the Years 1897-1906:

Year.	Volumes.	Subjects.
1897.....	476	Education. Science. Literature. Art. Text-books. Miscellaneous
1898.....	533	
1899.....	315	
1900.....	275	
1901.....	164	
1902.....	304	
1903.....	218	
1904.....	409	
1905.....	486	
1906.....	548	

Regarding the books purchased during 1906 the largest increase is in fiction, which calls for a word or two of explanation. While I have no desire whatever to stimulate Novel reading in general, I consider that the reading of a good, well written story is wholesome mental recreation, and therefore think it reasonable that the standard works in the Department of Fiction should be available for the teachers in training who have little time at their disposal to visit the Public Library; besides most of them are strangers in the city, and hesitate to ask a mere casual acquaintance to stand sponsor for them for the safe return of the books. We have a fair supply of fiction on hand, and therefore with the usual supervision of the librarian and with ordinary care on the part of the borrower, there need be but few additions to this branch of the Library for some years to come.

The Number of Books Purchased in 1902-1906 was as follows:

Subjects.	1902	1903	1904	1905	1906
Pedagogy.....	40	7	18	30	22
Science (Political Economy, Anthropology, etc.).....	11	3	10	32	17
Philosophy, Ethics and Religion.....	9	8	17	13	18
Industrial and Domestic Science.....	8	6	24	66	30
Poetry.....	1	10	13	5	16
Fiction and Practical Life.....	9	19	79	37	198
Literature.....	46	35	92	70	11
Text-Books.....	45	27	37	84	70
Miscellaneous (History, Biography, Reference Works).....	102	61	84	119	119
Natural History and Nature Study.....	33	27	20	25	28
Arts.....	.....	15	15	5	19
Totals.....	304	218	409	486	548

As to the number of books donated to the Library during the past year it will be seen there is a decided increase in Text-books. This is owing to the gift of 292 books by The Macmillan Co. of Canada, Limited, 27 Richmond St. West, Toronto. The subjects dealt with in these Texts include History, Geography, Nature Study, Grammar and Composition, Science, Manual Arts and Domestic Science, English Classics, annotated, and a valuable collection of Texts on methods and Aids for Teachers in the teaching of Mathematics, Geography, History, Language, Science, etc.

The above Firm as Agents for Messrs. Adam and Charles Black have added to the latter firm's publications some very interesting and instructive books.

Number of Books donated to the Library 1899-1906:

	1899	1900	1901	1902	1903	1904	1905	1906
Text-Books.....	74	65	111	41	144	349	95	326
Miscellaneous.....	.....	7	13	54	95	16	37	177
Totals.....	74	72	124	95	239	365	132	503

Newspapers and Magazines Received during the Years 1900-1906:

	1901	1902	1903	1904	1905	1906
Number of daily and weekly newspapers received....	91	88	89	109	126	90
Number of magazines and other periodicals received	102	100	111	94	98	102
Totals.....	193	188	200	203	224	192

The noticeable increase in the number of books, magazines, etc., bound during the year is thus accounted for: For more than twelve months I have been endeavoring to complete broken volumes of Educational Journals, Reports, and Magazines and am glad to say that I have been successful beyond my expectations. The work has entailed a great deal of correspondence, but the result fully warrants all the trouble involved. The gentlemen with whom I corresponded sent me most courteous replies and where pos-

sible the Reports, etc., were forwarded. The Library has now added to its shelves the following Reports complete and bound, in addition to Educational Journals and Magazines:

- Reports, Toronto Public Schools, 1850 to 1904.
- Reports, Dominion Educational Association, 1892 to 1904.
- Reports, Ontario Educational Association, 1865 to 1906.
- Reports on Education for Quebec, New Brunswick, Nova Scotia, Prince Edward Island and British Columbia.
- Reports, Ontario Institution for Deaf and Dumb, 1871 to 1903.
- Records of the Ontario Historical Society.
- University of Toronto Monthly.
- Addresses and Proceedings of National Teachers' Association, U. S., 1858 to 1905, with the exception of the proceedings of the 8th, 9th, 10th and 11th Annual Meetings, which I hope to get in a comparatively short time.

Books, Magazines, etc., Bound during the Years 1894-1906:

1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906
136	141	98	99	90	94	37	83	71	4	81	45	217

Official Reports on Education in different Countries received during 1902-1906:

	1902	1903	1904	1905	1906
Great Britain and Ireland.....	43	53	59	26	55
Various Provinces of the Dominion.....	42	45	31	31	34
Australasia—					
Victoria.....	5	3	2	4	2
New South Wales.....	3	.....	3	3	1
South Australia.....	1	1	1	.....	1
Western Australia.....	1	2	1	3	1
Queensland.....	.....	.....	2	1	1
Tasmania.....	1	.....	2	.....	1
New Zealand.....	29	18	26	10	17
Other British Possessions:					
Cape of Good Hope.....	1	2	2	1	1
Natal.....	1	1	1	2	1
Jamaica.....	1	1	1	1	1
Cape Town.....	.....	12	1	1	1
Barbadoes.....	1	1	1	1	.....
British Guiana.....	2	1	1	.....	.....
Newfoundland.....	.....	.....	.....	.....	1
Transvaal.....	.....	.....	1	1	.....
Various States of the American Union.....	54	81	65	55	97
Miscellaneous:					
Argentine Republic.....	12	10	2	3	1
Uruguay.....	.....	5	.....	2	1
France.....	8	4	2	2	4
Germany.....	.....	1	3	10	2
Portugal.....	2	2	1	2	.....
Switzerland.....	6	2	3	.....	.....
Italy.....	29	16	3	1	2
Mexico.....	1	.....	2	.....	.....
Japan.....	.....	2	1	.....	1
Totals.....	248	263	217	160	226

Miscellaneous Pamphlets Received in 1902-1906:

	1902	1903	1904	1905	1906
From various Countries.....	75	65	12	7	11
From the Dominion of Canada and its Provinces.....	74	53	27	46	31
Totals.....	149	118	39	53	42

Very little idea prevails as to the extent this Library is used by the teaching profession and the general public, and in order to bring this to your notice a record has been kept from day to day during the last ten months of the visitors, with the result shown in the following table. By far the larger portion of the callers consult the Reference works, of which the Library has a valuable collection, and these are being added to each year as the Legislative Grant permits.

Visitors Consulting Reference Books:

March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
759	441	765	481	875	984	1,202	936	746	356	7,545

Visitors taking out Books:

March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
676	365	553	190	206	77	287	411	477	182	3,424

In conclusion I beg to say that in spirit and purpose the Library of this Department should be a professional Library—a Library for Schools and Schoolmasters. Two things follow from this. In the first place the teacher and the School officer should have ready access to the shelves of the Library; this condition is already fulfilled. The shelves are open to any educationist in the Province. In the second place the shelves should meet the needs of the Educationists of the Province, and should reflect the best modern thought on all phases of school life and activity. As it is next to impossible for any one person to be familiar with everything that is written on pedagogics, I would suggest that a proposition be made to the Ontario Educational Association at their next annual meeting to nominate a Library Committee whose duty it shall be to submit each year a list of works on Education and of such text-books as in their opinion should have a place in the Library, leaving the acceptance or rejection of the books to the decision of the Librarian, subject to the final action of the Minister.

The following is a list of the books purchased during the past year:

PEDAGOGY.

The Human Nature Club, an introduction to the Study of Mental Life.
 Notes on Child Study, by Edward Lee Thorndike.
 How to Tell Stories to Children, by Sara Cone Bryant.
 Great Pedagogical Essays, Plato to Spencer, by F. V. N. Painter.
 The Teacher's Critic, and Mistakes in Teaching, by Jas. L. Hughes.
 How to Secure and Retain Attention, by Jas. L. Hughes.
 The Power of Play in Child Culture, by G. Hamilton Archibald.
 Courses of Studies in the Eight Grades, by Charles A. McMurray, vols. 1 and 2.
 Special Method in Elementary Science for the Common School, by Charles A. McMurray.
 A Text-Book in the History of Education, by Paul Monroe.
 The Philosophy of Education, by Herman Harrell Horne.
 The German Universities and University Study, by Friedrich Paulsen, translated by F. Thilly and W. W. Elwang.
 Elements of Psychology, by Edward L. Thorndike.
 Psychology, by James R. Angell.
 Physical Education, by A. MacLaren.
 The Launching of a University, by D. C. Gilman.
 Principles of Teaching, by Edward L. Thorndike.
 A History of Higher Education in America, by Charles F. Thwing.
 Among Country Schools, by O. J. Kern.
 Citizenship and the Schools, by Jeremiah W. Jenks.

SCIENCE, POLITICAL ECONOMY, ANTHROPOLOGY, ETC.

Auditing: A Practical Manual for Auditors, by Lawrence R. Dicksee.
 Accounting, in Theory and Practice, by George Lisle.
 The Theory of Finance, by George King.
 Elements of Political Economy, by James Bonar.
 The History of Commerce in Europe, by H. de B. Gibbons.
 Western Civilization, by Benjamin Kidd.
 Success Among Nations, by Emil Reich.
 The Microscope, an introduction to Microscopic Methods and to Histology, by Simon Henry Gage.
 Volcanoes, their Structure and Significance, by T. G. Bonney.
 The Stars, A Study of the Universe, by Simon Newcombe.
 Principles of Sanitary Science and the Public Health, by Wm. T. Sedgwick.
 The Euahlayi Tribe, a Study of Aboriginal Life in Australia, by K. Langloh Parker.
 Origin of the Anglo-Saxon Race, by Thomas William Shore.
 First Empire Number of the Engineering Review, London, Eng., July, 1906.

SCIENCE, POLITICAL ECONOMY, ANTHROPOLOGY, ETC.

The Origin of Species, by Means of Natural Selection, etc., by Charles Darwin.
 Canadian Nationality, The Cry of Labor and other Essays, by W. Frank Hathaway.

PHILOSOPHY, ETHICS AND RELIGION.

The Two Babylons, by Rev. Alexander Hislop.
 Plain Talks on Health and Morals, by C. C. Casselman and Rev. W. W. Walker.
 Bible Stories, Old Testament.
 Bible Stories, New Testament, by Richard G. Moulton.
 Ethical Addresses, Lectures given before the American Ethical Societies. 12 vols.

INDUSTRIAL AND DOMESTIC SCIENCE.

The Care of the Child in Health, by Nathan Oppenheim.
 Nelson's New Drawing Teacher's Handbook, by J. Vaughan.
 A Manual of Clay Modelling, by Mary L. H. Unwin.
 Geometrical Drawing and Design, by J. Humphrey Spanton.
 The Art of Shading, by William Mann.
 Light, Shade and Shadow, from Model Casts with introductory Model Drawing, by John Skeaping.

The Art Crafts for Beginners, by Frank G. Sanford.
 Industrial Work for Public Schools, by Martha A. Holton and Alice F. Rollins.
 Elementary Brush-Work Studies by Elizabeth Corbet Yeats.
 Food and the Principles of Dietetics, by Robert Hutchinson.
 Diet in Sickness and in Health, by Mrs. Ernest Hart.
 Home Economics, by Maria Parloa.
 Home Nursing, by Eveleen Harrison.
 How to Feed Children, by Louise E. Hogan.
 The Story of the Living Machine, by H. W. Conn.
 The Hostess of To-Day, by Linda Hull Larned.
 Practical Cooking and Serving, by Janet Mackenzie Hill.
 Diets for Infants and Children in Health and Disease, by Louis Starr.
 The Care of Children, by Elizabeth Robinson Scovil.
 A Hand-Book of Invalid Cooking, by Mary A. Boland.
 Elements of the Theory and Practice of Cookery, by Mary E. Williams and Catharine Rolston Fisher.
 The Cost of Living as Modified by Sanitary Science, by Ellen H. Richards.
 The Duties of Women, a course of Lectures by Frances Power Cobbe.
 The Care and Feeding of Children, by L. Emmett Holt.
 The Chemistry of Cooking and Cleaning, by Ellen H. Richards and S. Maria Elliott.
 Surgical Emergencies, by Paul Swain.
 The Laws of Health, by David Nabarro.
 Problems in Furniture Making, by Fred. D. Crawshaw.
 Plaster Casts and How they are Made, by Frank Forrest Frederick.

POETRY.

The Collected Poems of Isabella Valancy Crawford, by J. W. Garwin.
 The Collected Poems of Wilfred Campbell.
 The Poetical Works of Francis Ridley Havergal.
 Lord Tennyson's Poetical Works, with notes, 10 vols.
 In Memoriam, annotated by the Author.
 Select Poems, Coleridge and Wordsworth, edited by W. J. Alexander, 1906.
 The Golden Treasury of Songs and Lyrics, by Francis T. Palgrave.

FICTION AND PRACTICAL LIFE.

The Evolution of Dodd, by William Hawley Smith.
 The Complete Works of Louisa Mühlbach, 20 vols.
 The Works of Sir Gilbert Parker, 14 vols.
 The Works of Robert Louis Stevenson, 30 vols.
 The Works of George Macdonald, 32 vols.
 F. Marion Crawford's Works, 35 vols.
 L. N. Tolstoi's complete Works, 24 vols.
 A. J. Church's Works, 32 vols.
 Stepping Stones to Manhood, by William B. Pearce.
 Ivan the Terrible, by K. Waliszewski.
 Where the Sugar Maple Grows, by Adeline M. Teskey.
 Leaves from Rosedale, by Charles Beaumont Jarvis.
 Donald, a Scottish Canadian Story, by Elizabeth S. McLeod.
 Nancy Stair, by Elinor Macartney Lane.
 Wacousta, a Tale of the Pontiac Conspiracy, by Major Richardson.
 A Canadian Girl in South Africa, by E. Maud Graham.

LITERATURE.

Tennyson, His Art and Relation to Modern Life, by Stopford A. Brooke.
 Essays, by George Brimley and Wm. George Clark.
 How to Read English Literature, Chaucer to Milton, by Laurie Magnus.
 The Works of William Shakespeare, edited by William Craig.
 Modern English Literature, by Edmund Gosse.
 A Browning Primer, by Esther Phoebe Defries.
 Wordsworth's Literary Criticism, edited with an introduction by Nowell C. Smith.
 Literature, its Principles and Problems, by Theodore Hunt.
 Epochs of English Literature, by J. C. Stobart: Vol. 1, The Chaucer Epoch; Vol. 2, The Spenser Epoch; Vol. 3, The Shakespeare Epoch, 3 vols.

TEXT BOOKS.

- Canadian Standard Book-Keeping, by Westervelt, Brooks, *et al.*
 New Public School Geography.
 Pitman's Shorthand Instructor, a complete exposition of Sir Isaac Pitman's System.
 The Canadian Accountant, by S. G. Beatty and J. W. Johnson.
 An Elementary Course in Practical Zoology.
 Teacher's Handbook, Tonic Sol-Fa System of Music, by A. T. Cringan, 2 copies.
 Type Lessons for Primary Teachers in the Study of Nature, Literature and Art, by Anna E. McGovern.
 Occupations for Little Fingers, a Manual for Grade Teachers, etc., by E. Sage and A. M. Cooley.
 Principles of General Grammar, by J. Roemer.
 Modern Gymnastic Exercises, by A. Alexander.
 Healthful Exercises for Girls, by A. Alexander.
 Drill for the Standards, by A. Alexander.
 An Introduction to Practical Geography, by Simmons and Richardson.
 Gage & Company's New Canadian Geography, 2 copies.
 Mother Stories, by Maud Lindsay.
 History of the British Empire, by W. F. Collier, Advanced Class Book.
 History of the British Empire, by W. F. Collier, School Series.
 A German Grammar for High Schools and Colleges, by George Theodore Dippold.
 Easy Mathematics, Chiefly Arithmetic, by Sir Oliver Lodge.
 Laboratory and Field Exercises in Physical Geography, by Gilbert H. Trafton.
 School Hygiene, the Laws of Health in Relation to School Life, by Arthur Newsholme and Walter C. C. Pakes.
 Conversations on Chemistry, by W. Ostwald and Elizabeth Catharine Ramsay.
 A Historical Geography of the British Empire, by Hereford B. George.
 Carpenter's Geographical Readers, viz.:—South America, Asia, Africa, North America and Australia, by Frank G. Carpenter, 5 vols.
 Thirty-five Ontario Public and High School Text Books.
 Taylor's Elementary Arithmetic.
 Hamblin Smith's 20th Century Arithmetic, by W. Scott, 2 copies.
 Longman's English Historical Series for Schools, by T. F. Tout. Books 1, 2 and 3.
 Elementary Algebra for the Higher Grades and Secondary Schools, by P. Ross.

MISCELLANEOUS—HISTORY, BIOGRAPHY, REFERENCE BOOKS.

- Recollections of the American War, 1812-14, by Dr. Dunlop.
 The Encyclopedia Americana, by F. C. Beach and G. E. Rines, illustrated. 16 vols.
 Digest of Canadian Mercantile Laws, by W. H. Anger.
 Ontario Assignments Act, with notes by R. S. Cassells.
 Proceedings of the National Educational Association for 1905, also Year Book 1905-6.
 Burke's Peerage, Baronetage and Knightage, 1905.
 Burke's Landed Gentry of Ireland, 1904.
 Burke's Landed Gentry of Great Britain, 1900.
 Canadian Almanac for 1906.
 Who's Who, 1906, by A. and C. Black, London, Eng.
 Makers of Canada, John Graves Simcoe, by Duncan C. Scott.
 Shifting Scenes, or Memories of Many Men in Many Lands, by Sir Edward Malet.
 New France and New England, by John Fiske.
 Russia, by Sir Donald Mackenzie Wallace.
 Studies of a Biographer, by Leslie Stephen, 4 vols.
 All the Russias, Travels, Studies, etc., by Henry Norman.
 Women and Men of the French Renaissance, by Edith Sichel.
 Murray's New Oxford Dictionary, parts of vols. 6, 7 and 8.
 The Concise Imperial Dictionary, by Charles Annandale.
 John Boyle O'Reilly, His Life, Poems and Speeches, by James Jeffrey Roche, 2 vols.
 Ballads, Critical Reviews, Tales, etc., by William Makepeace Thackeray, with Life of the Author, by Leslie Stephen.
 The Life of Lord Russell of Killarney, by R. Barry O'Brien.
 The Land of the Pigmies, by Captain Guy Burrows, with introduction by H. M. Stanley.
 The English Dialect Dictionary, edited by Joseph Wright, 6 vols.
 Ore Deposits of the United States and Canada, by James F. Kemp.
 A Greek-English Lexicon, by Henry George Liddell and Robert Scott.
 Whittaker's Almanac for 1906.
 The Story of the Canadian People, Ontario Edition, by David M. Duncan. 2 copies.

- The Saint Lawrence, its Basin and Border Lands, by Samuel Edward Dawson.
- Review of Historical Publications Relating to Canada, by G. M. Wrong and H. H. Langton. Vol. 10, 1905.
- Records of the Past, by Rev. Henry Mason Baum and Frederick Bennet Wright, 4 vols.
- Report on Secondary Education in Birkenhead, by Michael E. Sadler.
- Le Morte D'Arthur, Sir Thomas Mallory's Book of King Arthur and of His Noble Knights of the Round Table. Vols. I. and II.
- Year Book, Council of Supervisors of the Manual Arts, 1901, 1903, 1904, 1905, 4 vols.
- The Siege of the South Pole, by Hugh Robert Mill.
- Memoirs of Napoleon Bonaparte, by L. A. F. de Bourrienne, 4 vols.
- The Development of the Sunday School, 1780-1905. Official Report of the 11th International Sunday School Convention, Toronto, Canada, 1905.
- Report on Secondary Education in Liverpool, including the Training of Teachers for Public Elementary Schools, by Michael E. Sadler.
- Rise of the Loyalists, a Sketch of American History, by the Viscount de Fronsac.
- Parliament, Past and Present, a Popular and Picturesque Account of a Thousand Years in the Palace of Westminster, by Arnold Wright and Philip Smith.
- Torontonensis for 1906.
- The Far East, by Archibald Little.
- The Story of the County of Dundas from 1784 to 1904, by J. Smyth Carter.
- The Canadian Annual Review of Public Affairs for 1905, by J. Castell Hopkins.
- Memoirs of a Great Detective, Memoirs in the Life of J. Wilson Murray, by Victor Speer.
- Memoirs of the Northern Kingdom, written A. D. 1872, by Rev. Wm. Jahnsenykes.
- Anthropophagy, by Charles W. Darling.
- Interesting Correspondence between His Excellency Governor Sullivan and Colonel Pickering, in which the latter vindicates himself.
- An Examination of the Conduct of Great Britain respecting Neutrals since the year 1791.
- Further and Still More Suppressed Documents regarding the Decrees of France respecting Commerce.
- Annual Report of the Commissioner of Education at Washington, U. S., 1904. 2 vols.
- Record of the 9th Jubilee of the University of Glasgow, 1451-1901.
- The Book of Jubilee, In Commemoration of the 9th Jubilee of the University of Glasgow, 1451-1901, by Earl Rosebery.
- Stonehenge and Other British Stone Monuments, astronomically considered by Sir Norman Lockyer.
- Documentary History of Education, Upper Canada, by Dr. J. George Hodgins, vols. 14 and 15.
- The Life of Froude, by Herbert Paul.
- Cyclopedia of American Horticulture, by L. H. Bailey, 4 vols.
- Cyclopedia of Methodism in Canada, by Rev. George H. Cornish, 2 vols.
- The Statesman's Year Book, 1906.
- The History of Methodism, by John Fletcher Hurst, 7 vols.
- Thomas Carlyle, a History of the First Forty Years of His Life, 1795-1835, by James Anthony Froude. Vols. I. and II.
- Reference Catalogue of Current Literature, by J. Whittaker & Sons. Vols. I. and II. A to Z, 1906.
- The United States Catalogue of Books published 1902-1905, by Marion E. Potter.
- Life and Letters of Lord Durham, by Stuart Reid.
- Latin-English Dictionary, by Sir William Smith.
- Hunter's Panoramic Guide from Niagara Falls to Quebec, by Wm. S. Hunter, Jr.
- Dictionary of Quotations from Ancient and Modern English and Foreign Sources, by Rev. James Wood.

NATURAL HISTORY AND NATURE STUDY.

- Butterflies and Moths of the Country Side, by F. Edward Hulme.
- The Tree Book, a Popular Guide to the Trees of North America, by Julia Ellen Rogers.
- Stories from Natural History, by Richard Wagner.
- The Living Plant in Leaf, Flower and Fruit, by Alfred Ernest Wright and Edmund Step.
- Experiments with Plants, by W. J. V. Osterhout.
- Birds and Bees, Essays by John Burroughs, 2 copies.
- Journal of Researches into the Natural History and Geology of the Countries visited by H. M. S. Bogle, on Her Voyage Round the World, by Charles Darwin.
- Peeps into Nature's Ways, Chapters on Insect, Plant and Minute Life, by John J. Ward.
- The Uses and Wonders of Plant Hairs, by Kate E. Styan.

Nature Through the Microscope and Camera, by Richard Kerr.
 The Story of Germ Life, by W. H. Conn.
 Manual of Mineralogy and Petrography, by James D. Dana.
 Coral and Coral Islands, by James D. Dana.
 Mountain Wild Flowers of Canada, by Julia W. Henshaw.
 The Teaching Botanist, by Wm. Ganong.
 First Studies in Plant Life, by George Francis Atkinson.
 Nature Study and Life, by Clifton F. Hodge.
 Lessons with Plants, by L. H. Bailey.
 Sea-Shore Life, by Alfred Gainsborough Mayer.
 The Sea-Beach at Ebb-Tide, by Augusta Foote Arnold.
 Tenants of an Old Farm, by Henry Christopher McCook.
 The Variation of Animals and Plants under Domestication, by Charles Darwin. Vols.
 I. and II.
 The Common Spiders of the United States, by James H. Emerton.
 Seed Dispersal, by W. J. Beal.
 First Principles of Agriculture, by Emmett S. Goff and D. D. Mayne, 2 copies.
 Studies of Plant Life in Canada, by Catharine Parr Traill.
 The Great World's Farm, by Selina Gage.

ART.

How to Look at Pictures, by Robert Clermont Witt.
 Art-Life of William Morris Hunt, by Helen M. Knowlton.
 Cyclopedia of Architecture in Italy, Greece and the Levant, by William P. P. Long-
 fellow.
 British Contemporary Artists, by Cosmo Monkhouse.
 How to Study Pictures, by Charles H. Caffin.
 A History of Architectural Development, by T. M. Simpson, Vol. 1.
 The School Arts Book, by Henry T. Bailey, 5 vols.
 The Amateur Artist, or Oil and Water Color Painting, by F. Delamotte.
 A History of Architecture on the Comparative Method, by B. and B. F. Fletcher.
 Masters in Art, a Series of Illustrated Monographs, 6 vols.

I have the honor to be,

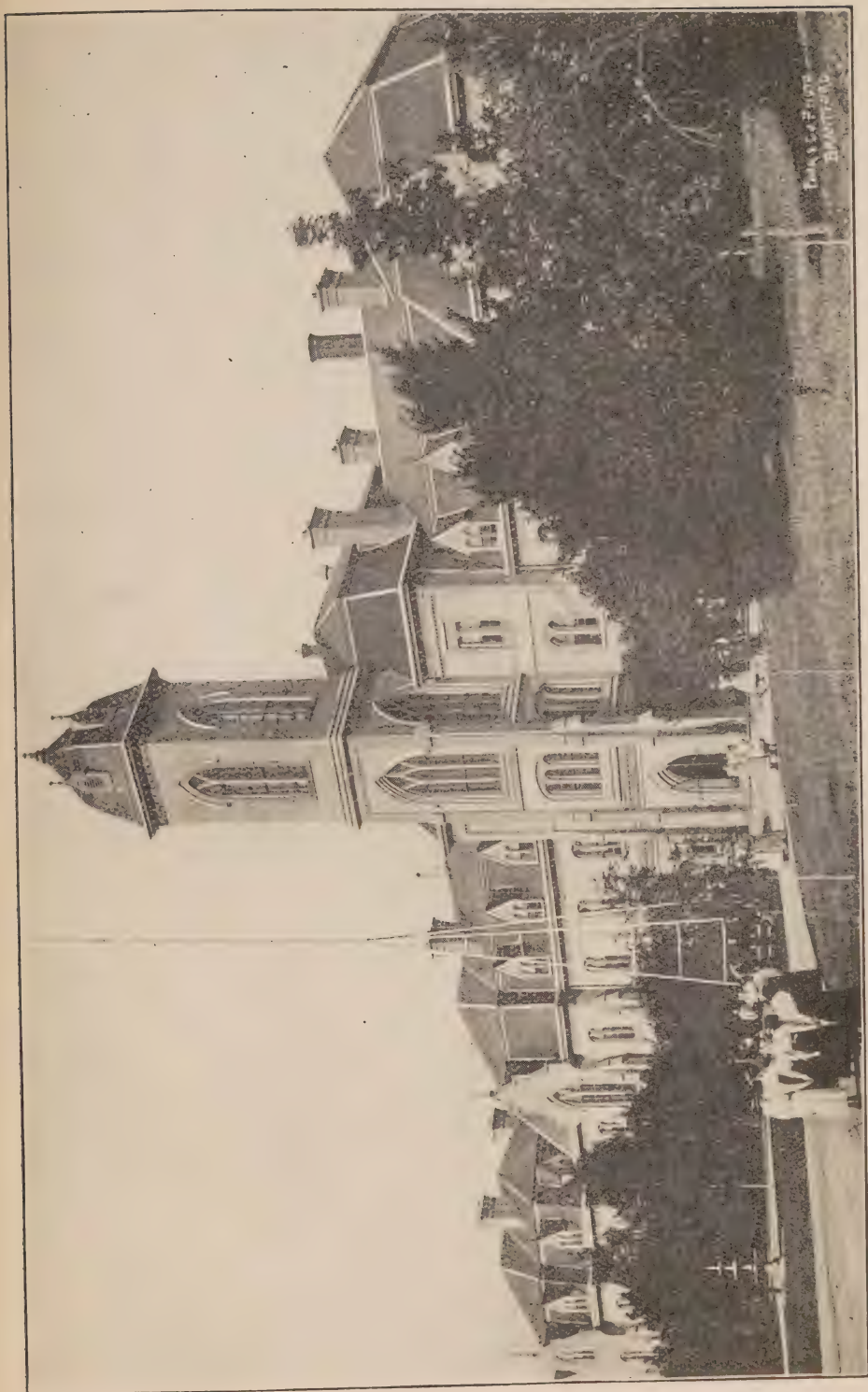
Sir,

Your obedient servant,

HENRY R. ALLEY,

Librarian.

TORONTO, December, 1906.



Institution for the Blind, Brantford.

APPENDIX J.—THIRTY-FIFTH ANNUAL REPORT OF THE
ONTARIO INSTITUTION FOR THE EDUCATION OF THE
BLIND, BRANTFORD.

BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1906.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honor to transmit herewith the Thirty-fifth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1906.

I have the honor to be,

Sir,

Your obedient servant,

H. F. GARDINER,
Principal.

BRANTFORD, October, 1906.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-fifth annual report of the Ontario Institution for the Education of the Blind, I have to record with gratitude that, during the scholastic year 1905-06, the teachers, officers and pupils were singularly free from serious illness, and the results of their joint labors were, therefore, eminently satisfactory. The reports of the literary and musical examiners, Messrs. Passmore and Fairclough respectively, which are appended to this report, indicate the character and extent of the work done in those departments, while the newspaper reports of the several entertainments given by, and to, the pupils, which are copied elsewhere, show something of the relations between the population of the Institution and the population of the city in which the Institution is located. The old tradition of "town and gown" is one of hostility, and there is a natural tendency for a body of students living within the walls of the same building to make a little world of their own, in which ignorance of the ways and ideas of the great world outside is a prominent feature. The tendency to isolation is more pronounced as between blind and sighted people than as between two sets of sighted people, yet I am happy to be able to say that the good people of Brantford have promptly and cordially responded to my every suggestion that the blind boys and girls would love them more if they knew them better. Church choirs and young people's societies have favored us with evening visits, and some families have been generous with their invitations to pupils to come to their homes. All these things help to break down the barrier of reserve, to remove awkwardness and prejudice, and to make the blind feel more at ease in the presence of those who can see.

The conduct of the pupils throughout the session has been, with hardly an exception, exemplary, and there was a decided improvement in the physical condition of the boys, due in great part to the persistence of the Supervisor in keeping them out of doors and on the move. The blind have a lower average of vitality than the seeing, and it is of the first importance

to give them the "maximum of health," without which they can neither study nor work to advantage. The paragraph on "Athletics" will show in greater detail what has been attempted and accomplished in this direction.

No expenditure of labor, or of money, will make a blind person as capable as that same person would be with sight, yet this fact, which one would expect to be obvious, is overlooked by many, who are disappointed that every youth who has attended a school for the blind is not self-supporting, and on the road to a competence. There are, in proportion to numbers, as many grades of intellect and of ability among the blind as among the seeing; the blind man who is moderately successful in business would probably be a "captain of industry" if he could see. What the sighted man, who can barely make a living, would do or be if he were blind, may be left to the imagination of the reader. I have taken some trouble to collect and arrange the evidence of experts on the problem of the blind, believing that the first step toward its solution is to enable the public to understand it.

The seeing boy does not leave school with a trade at his fingers' ends and the ability to earn a living; as a rule the beginning of his apprenticeship at a trade follows the end of his school life. The blind boy cannot take the same enjoyment out of sports and games as his sighted fellow, yet there are times after school hours when outdoor exercise is better for the blind boy than instruction in the workshop.

Applications for the admission of adults, who have lost their sight, as pupils in this Institution, continue to arrive, most of the applicants declaring a preference for a course in piano-tuning. Not many grown men are capable of becoming good piano tuners, and if that were otherwise, the finding of situations for any large number of tuners is difficult, if not impossible. The objections to having adults and children in the same school are stated elsewhere. Yet it would seem as if the case of the adult blind demands immediate attention. The proportion of blind adults to blind children of school age is as five or six to one. How, then, can a school for the children look after the adults as a side line?

Inspector Langmuir's reports of thirty years ago show that adults were first admitted because there was room to spare, the parents of blind children not being willing to allow them to leave home, and it was understood that as soon as the room was needed for children the adults would have to go out. Not much effort appears to have been made at that time to keep track of ex-pupils. Later, the circulating library caused considerable correspondence, yet the addresses of many ex-pupils were lost, and it is not now known whether some of them are dead or alive. I have prepared an alphabetical list of all the pupils who have attended the school since its opening in 1872, with such information about them as was obtainable from old members of the staff and other sources, and with this as a basis I hope to at least make an approach to the "Saxon System" which is described in these pages. Those who read carefully the statements made before the Royal Commission, at the Edinburgh Conference and at the Saginaw Convention, will understand that the youthful blind require something more than a course of literary, musical and industrial instruction in an institution like this. Those who are deprived of sight in adult life need even greater consideration, and when this is beginning to be admitted in other countries, Ontario will not deny the fact nor long neglect her duty.

The separation of the scholastic from the industrial work for the blind, and the separation of blind adults from blind children; seem to be de-

sirable, yet so long as there is only one Institution for the Blind in Ontario, and so long as even a few adults are enrolled among the pupils, industrial training cannot be wholly abandoned. The list of industries at which a blind man of average capacity can earn even a modest living is very brief. The occupations at which he can earn his board are not numerous. Yet it is much better for a blind man to be employed than for him to be idle, leaving the question of wages out of consideration. In England and in some of the States of America the adult blind are employed in workshops, run at an admitted loss, where the buying and the selling are done by people who can see, and where the wages actually earned are supplemented; in Germany and Scotland the blind are encouraged and assisted to work and do business on their own account. It will be for the Government and Legislature to determine, after a careful study of what has been done in other countries, and of the conditions which prevail in our own, which policy shall be pursued in Ontario. I quote the opinions of three leading educators of the blind in the United States:

Wm. B. Wait, for many years Superintendent of the New York City Institution for the Blind, writes:—

"The admission and instruction of adults and children in the same school is a subject of much importance. This practice can only be justified on the supposition that blindness, in some mysterious way, eliminates the difference that otherwise exists between adults and children, and brings them upon a common plane so that they mingle together, without detriment, in the close relationship which exists in a residential school. Blindness, however, has no such levelling effect, but, on the contrary, it strongly emphasizes the distinctions and incongruities that distinguish minors and adults. If adults are to be instructed, moral and social, no less than educational, considerations require that the work should be done in schools separate from those devoted to children.

"Closely related to the question last considered is that of industries or trades in connection with the school. The vocation of a skilled trade belongs to the period of maturity, and it follows that if adults are admitted to the school with minors, a strong inducement is at once furnished for the establishment of a trade school and manufacturing department, while, on the other hand, the existence of such a department opens the way for the admission of adults to be trained to work in it. There are as many adult females as males who are blind, and together they number approximately five times as many as the minor classes. The industrial feature, therefore, tends to become dominant, and unavoidably imparts an element of commercialism to the school so that money-getting becomes the chief desire of the adults, who accordingly prefer shopwork to the mental exercises and more strict discipline of the class room. This feeling is shared also by the younger pupils, and their interest is diverted from study and is directed towards earning money rather than towards mental development and the acquisition of knowledge.

"At the end of their term pupils will not be found to have either the means or the general qualifications necessary to begin business in the trade at which they have worked and to conduct it successfully against the competition of sight and machinery with which they must contend. A fairly good understanding of the situation will usually be gained by the pupils before the close of their school period, and at graduation they are likely to feel, not unnaturally, that they should be furnished with remunerative employment.

"The schools in Boston, Philadelphia and New York City have each had a long, trying and costly experience in this matter, due, no doubt, to the necessity, as it at first appeared, of following closely and persistently the course of their prototypes in Europe. The results in each of the three experiments are conclusive and may be summarized as follows:—

"It was found that the prime and essential work of education was subordinated to the conditions created and the demands made by the industries.

"The morals of the school were greatly impaired. The younger pupils were unduly influenced by the adults, whose mental attitudes, dispositions and physical habits were often taken up by the younger pupils, making them in greater or less degree the echoes and shadows of the older ones. Instead of a sense of self-reliance, there was developed a feeling of meritorious and, therefore, deserving dependence, which it was felt to be somebody's duty to recognize and provide for.

"Finally it became necessary to abandon the industrial experiment in order to save the institutions for the strictly educational work for which they were established.

"Looking to any lasting good conferred upon the pupils through the training in trades, by making them self-reliant and desirous to be self-supporting, the experiment was practically void of results.

"From the foregoing the conclusion is clear that trades or industries cannot be properly combined with ordinary educational work in a school of this kind. If trades are to be taught and industries are to be carried on, they should be taken up after school studies have been completed, and in a place far removed from the school proper."

George C. Morrison, Superintendent of the Maryland School for the Blind, writes:—"To sum up, I advocate the establishment and amplification of a workshop and distributing centre for the adult blind, the establishment of a department for blind women in some existing charitable home, and the establishment of a system of educating the blind in their homes similar to the one in force in Massachusetts. But no matter what is done, no part of the work for the adult blind should be joined in any way to the school work for blind children. There is no connection between the two, and only harm to the already established work will result from any effort to bring them together."

O. H. Burr, Superintendent of the New York State Institution for the Blind, Bata writes:—"The State cannot, from a purely economic point of view, at any later date the establishment of some kind of employment institutions for the adult blind. But why not extend the work of the schools for the blind to include some provisions for the adult blind, their work to be controlled by the same Board of Trustees and supervised and directed by the superintendents of these schools, thus avoiding the multiplication of institutions, the duplication of educational machinery, and the incurring of additional expense?"

"I answer: There are several serious objections. As stated in the earlier part of this paper, the schools for the blind in their earlier days admitted blind persons of all ages, but experience has proven this plan to be an unwise one. Some of the strongest objections to it are:—

"First, adults are not easily and cheerfully amenable to the discipline which is necessary in the education of children and young people; and it is entirely natural and reasonable that they should not be.

"Second, the education of blind children and the management of a shop filled with adult laborers are two entirely different problems, either one of which is sufficiently difficult of solution to demand all the best thought of one superintendent.

"Third, the presence near a school of anything like a shop is a constant menace to the best work in our schools. Boys particularly are too eager to drop their studies and enter the shop, the strongest reason, I doubt not, being the ardent desire of the boy to be able to earn at as early a date as possible his own living and thus be independent.

"Fourth, for moral reasons adults and children of plastic years should not be brought into so close daily association as is necessary when both are housed under one roof.

"Fifth, the dietary of adults and that of growing children and youth should differ materially, and in most instances, at least, it is impracticable to maintain separate kitchens and dining rooms in the same institution. For these and similar reasons it is not practicable to develop these two distinct kinds of institutions in the same place and under precisely the same management."

So far as the Ontario institution is concerned, the extension or contraction of the industrial work is a question of expediency rather than a question of cost. The small boys and small girls take very kindly to bead work; the larger girls knit, crochet and sew, and some of them net hammocks; the boys cane chairs and net hammocks, cut and peel willow, and there is a pretty large class in piano tuning. Basket work has been done in the past, and it would be easy to revive it and to add broom making. For the accommodation of ex-pupils, stocks of willow and cane are kept on hand, and there are frequent orders for beads, wire, and other materials. But with a school population of juniors there is not much activity in the workshops until the middle of the afternoon, and few can become proficient with such limited practice.

I quoted in last year's report the argument of the late Mr. Anagnos, of Boston, in favor of the practical abandonment of handicrafts by the blind, and the preparation for professional and commercial life by means of higher education. This year I cite equally eminent testimony on behalf of what accords more closely with my own opinion, namely, that if the majority of the blind do not earn their living by handicrafts, they will not earn it at all.

So far, it has not been found practicable to sensibly increase the earnings of the blind in the face of the intense competition of the sighted; to reduce the cost of living is out of the question; how, then, shall the gap between earnings and requirements be bridged without damage to self-respect or temptation to idleness and pauperism? These are things for sympathizers with the blind to consider, and for this purpose a careful perusal of the following pages is invited.

ATTENDANCE.

The total registration of pupils in the session of 1905-06 was 123, as against 122 in the session of 1904-05; at the opening on September 27th, 1905, there were 107 pupils as compared with 104 at the opening of the preceding session; at the close 111, as compared with 107. Of the twelve pupils who were present during a part of the session, but did not remain until the end, one (male) was homesick and only stayed a few days, two

(males) were indisposed to work, one (male) was taken home because his friends found they could not bear separation from him, two (males) left when their parents removed from the Province, two (males) went away to obtain employment as piano tuners, one (male) went home to have his eyes treated, one (female) went to a specialist for the same purpose near the end of the session and did not return, and two (females) went home ill.

Of the 111 pupils who were present at the end of the session, there were 52 males and 59 females.

The number of pupils in attendance at the opening on September 26th, 1906, was 110, as compared with 107 at the corresponding date in 1905, and 111 at the closing of the school term on June 20th, 1906. Of those in attendance at the end of the last term, 84 had returned, five former pupils, who were not here at the close of last term, had come back, and twenty-one new pupils had been enrolled. The absence of the twenty-seven who had not returned is thus explained:—

Graduated.	Male.	Female.	Total.
In piano-tuning.....	4	0	4
In music (Artists' Diploma A. T. C. M.).....	0	2	2
In industrial work.....	0	1	1
Other Causes.			
Recovered sight in one eye.....	1	0	1
Domestic requirements.....	2	2	4
To learn a trade.....	0	1	1
Poor health.....	0	2	2
Married during vacation.....	0	1	1
Removed from Ontario.....	0	2	2
To study music elsewhere.....	0	2	2
Temporary detention.....	2	5	7
	9	18	27

Of those classified as temporarily detained, three (females) arrived on October 1st, and one new pupil (male) was enrolled on the same day, bringing the number in attendance up to 114.

The ages of the new pupils are as follows:—

Males.	Females.
Twenty-five years..... 1	Twenty-one years..... 1
Fifteen years..... 1	Twenty years..... 2
Fourteen years..... 1	Nineteen years..... 1
Thirteen years..... 1	Fifteen years..... 1
Twelve years..... 3	Thirteen years..... 2
Ten years..... 1	Eleven years..... 1
Nine years..... 2	Ten years..... 2
Seven years..... 1	Eight years..... 1
Five years..... 1	Seven years..... 1
— 12	Six years..... 2
	— 14
	— 12
	— 26

The total registration in the official year, October 1st, 1905, to September 30th, 1906, was 147—71 males and 76 females—against 141 in the preceding official year.

PUPILS REGISTERED IN SESSION 1905-06.

Name.	Residence.	Name.	Residence.
Allison, Cameron.....	Vankleek Hill.	Amyotte, Malvina.....	Bonfield.
Boudreault, Joseph.....	Ottawa.	Baldwin, Vashti.....	Niagara Falls.
Brimacombe, James.....	Victoria Harbor.	Barr, Janet.....	Ancaster.
Burgess, Lloyd.....	Princeton.	Branston, Ethel.....	Hamilton.
Carnrite, Claude.....	Ameliasburg.	Bullock, Eva.....	Woodstock.
Chatelain, Jean.....	L'Orignal.	Capps, Bertha.....	Toronto.
Clark, James.....	Woodstock.	Catling, Nellie.....	Cockburn Island.
Clarke, Walter.....	Toronto.	Coll, Gertrude.....	Toronto.
Clemmett, Wilbert.....	Omeme.	Conybeare, Nettie.....	Innerkip.
Colby, Edward.....	Stratford.	Cuneo, Mary.....	Toronto.
Cook, Albert.....	Rosseau.	Curry, Catharine.....	Toronto.
Crew, William.....	Toronto.	Davidovitz, Esther.....	Hamilton.
Daniel, Ovila.....	Dover South.	Davison, Winifred.....	Griersville.
Duff, Charles.....	Banda.	Dean, Mabel.....	Stratford.
Elnor, Harold.....	Toronto.	Deschenes, Louise.....	Bonfield.
Fall, Albert.....	Toronto.	Elliott, Isabel.....	Elkhorn, Man.
Fenton, Mills.....	Allenford.	Ferguson, Enie.....	Toronto.
Ferguson, John.....	Ophir.	Foster, Olive.....	Hamilton.
Frayne, Orville.....	Forest.	Fox, Irene.....	Walkerville.
Goldie, Roy.....	Sarnia.	Hall, Anna.....	Amherstburg.
Graham, David.....	Birnam.	Hepburn, Alice.....	Port Elgin.
Graham, Glen.....	Birnam.	Hepburn, Harriet.....	Port Elgin.
Hawken, Howard.....	Whitby.	Houser, Edna.....	Toronto.
Henderson, Richard.....	Ancaster.	James, Gertrude.....	Waterford.
Hughes, John.....	Sudbury.	Johnston, Charlotte.....	Guelph.
Jackson, Alfred.....	Brantford.	Johnston, Eva.....	Strathburn.
Johnston, Harold.....	Brockville.	Kaufman, Blanche.....	Ridgetown.
Kelland, Wilber.....	Kirkton.	Kay, Grace.....	Brantford.
Kennedy, Thomas.....	Guelph.	Kight, Grace.....	Kemptville.
Lavender, Charles.....	Dundas.	Lawrie, Caroline.....	Oakdale.
L'Heureux, Charles.....	Windsor.	Leonard, Lily.....	Toronto.
Lott, Albert.....	Brussels.	Liggett, Margaret.....	Indian Head, Sask.
Marcotte, Cleopose.....	Mattawa.	Liggett, Sarah.....	Indian Head, Sask.
McBride, Charles.....	Toronto.	Macdonald, Mary.....	Hamilton.
McDonald, John.....	Alexandria.	Marsh, Mary.....	Holland Landing.
McDonald, Norman.....	Wingham.	McCannan, Beatrice.....	Kenora.
McKinnon, Neil.....	Hamilton.	McLeod, Lily.....	Webbwood.
Mealing, Oliver.....	Brantford.	McNutt, Ella.....	Warsaw.
Nicolson, John.....	Dunn's Valley.	McPhater, Jessie.....	Clyde.
Porte, Aquila.....	Aylmer.	McQuade, Ethel.....	Stratford.
Pride, Frank.....	Monkton.	McRae, Mary.....	Toronto.
Purser, John.....	Cobourg.	Miles, Mildred.....	Toronto.
Rahmel, Harry.....	Berlin.	O'Brien, Elizabeth.....	Toronto.
Raymond, Walter.....	Davisville.	O'Reilly, Edith.....	Ottawa.
Ritzer, Michael.....	Windsor.	Patterson, Alma.....	Brantford.
Sager, Floyd.....	Peterborough.	Ponting, Hester.....	Courtland.
Saunders, Bruce.....	Brantford.	Prosser, Angelina.....	Toronto.
Shillington, Lloyd.....	Blenheim.	Rennie, Lulu.....	Toronto.
Simpson, Edward.....	Toronto.	Rooke, Emma.....	Dereham Centre
Skinkle, George.....	Warkworth.	Sage, Edna.....	Fanshawe.
Stokes, George.....	Terra Cotta.	Spicknell, Letitia.....	London Junction.
Thomas, Leslie.....	Branchton.	Sprengel, Marie.....	Harrow.
Thompson, William.....	Ottawa.	Squair, Ethel.....	Williamstown.
Thompson, Wm. G.....	Toronto.	Stevens, Ethel.....	Peterborough.
Trener, Herbert.....	Kingston.	Stickley, Alice.....	Toronto.
Valiant, Horace.....	Toronto.	Swetman, Maud.....	Tillsonburg.
Watson, Aitken.....	Burford.	Thompson, Gladys.....	Toronto.
White, Harry.....	Toronto.	Thompson, Teresa.....	Hamilton.
Wisner, William.....	Schomberg.	Thomson, Anna V.....	Ottawa.
Woolley, Roy.....	Springfield.	Wilcox, Catharine.....	Toronto.
Yarocki, Harry.....	Garland, Man.	Wolsey, Esta.....	Toronto.
		Wooldridge, Eleanor.....	Palmerston.

NEW PUPILS AT OPENING OF SESSION, 1906-07.

Name.	Residence.	Name.	Residence.
John Cartwright.....	Toronto.	Gladys Bickerton.....	Navan.
William Crew (re-admitted)	Toronto.	Margueret Doherty.....	Peterborough.
John Cundy.....	Arcola, Sask.	Margaret Donaldson.....	(re-admitted).....
Byron Derbyshire.....	Athens.		(re-admitted).....Lanark.
Ludger Gagne.....	Bonfield.	Eva Duciaume.....	Rockland.
Gustav Golz.....	Beausejour, Man.	Doris Hawley.....	Winnipeg, Man.
Walter Harvey.....	Toronto.	Gertrude Heimrich.....	Berlin.
Thomas Higgins.....	Toronto.	Helen McPherson.....	Arkona.
Leslie Ross.....	French, Sask.	Eva Muntz.....	Vegreville, Alberta
Leonard Sherman.....	Fernie, B.C.	Pearl Nevin (re-admitted)...	Trent Bridge.
Francis Vance.....	Toronto.	Ruby Reamsbottom.....	Haileybury.
Lionel West.....	Galt.	Kathryn Sells.....	Mitchell.
Clifford Patterson (Oct. 1st)	Dundas.	Laura Smith (re-admitted)	Dorchester.
		Muriel Stephenson.....	Collingwood.
		Ethel Stevens (re-admitted)	Peterborough.

PUBLICITY.

Early in the summer vacation I sent the following letter to five hundred Ontario newspapers, and I have to thank a very large proportion of the editors of those papers for inserting it, thus helping me materially in the difficult task of locating the blind children of the Province:—

THE SCHOOL FOR THE BLIND AT BRANTFORD.

To the Editor of *The*

DEAR SIR,—I ask your assistance to enable me to get into communication with the parents or guardians of all the blind children in Ontario, under the age of twenty-one years. The Institution for the Education and Instruction of the Blind, maintained by the Ontario Legislature, admits as pupils "all blind youths, of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity, being residents of the Province of Ontario." It is not necessary that the applicant shall be totally blind; the test is inability to "read ordinary type and attend a school for the seeing without serious injury to the sight." The initial difficulty is to locate the children who are eligible for admission, and it will be helpful in the future if your readers will send me the names and addresses of blind children under seven, as well as of those between seven and twenty-one.

Should you favor me by the publication of this letter, I would ask your readers not to depend upon the parents of the children with defective sight to attend to this matter. If all could witness the gain in health, happiness, knowledge and self-reliance that comes to those who, deprived by their affliction of access to the public schools, take advantage of the educational facilities afforded by this institution, none would grudge the time and trouble required to widen the scope of the school's influence. Send me the names and addresses, and I will by correspondence or visitation do the rest.

H. F. GARDINER,
Principal O. I. B.

BRANTFORD, July 20th, 1906.

Now that the Annual Report of this Institution is appended to the Annual Report of the Minister of Education, the work done here will become better known to the hundreds of teachers of the High Schools and Public Schools who receive the Minister's Report, and children whose sight is so defective as to place them at a serious disadvantage in the ordinary school will be advised by the teachers to apply for admission to this Institution. Teachers are invited to visit the Institution when convenient and to write whenever they desire any information concerning the Institution and its work.

WRITING.

The typewriter is still used by some of the pupils for their correspondence, but they are strongly advised to cultivate pencil writing with the grooved card as the system which will be of most practical use to them after leaving school. For their school work (taking notes, writing music, etc.) and for correspondence with one another, the blind make great use of the point print, which they can both read and write, and in which many of the newest books are printed. The letters are easily learned, and the dots are better adapted for finger reading than embossed letters are.

NEW YORK POINT ALPHABET.

Capitals :—A . . . B . . . C . . . D . . . E . . . F . . . G . . . H . . . I . . . J . . . K . . . L . . . M . . . N . . . O . . . P . . . Q . . . R . . . S . . . T . . . U . . . V . . . W . . . X . . . Y . . . Z . . .

a . . b . . c . . d . . e . . f . . g . . h . . i . . j . . k . . l . . m . . n . . o . . p . . q . . r . . s . . t . . u . . v . . w . . x . . y . . z . . : Number sign . . : Numerals 1 . . 2 . . 3 . . 4 . . 5 . . 6 . . 7 . . 8 . . 9 . . 0 . . Word and part word signs the . . and . . of . . that . . ing . . ch . . ou . . sh . . th . . wh . . ph . . gh . .

Punctuation Marks :—Comma . Semi-colon . Colon . . Interrogation . . Dash . . . Period . . Exclamation . . Parenthesis . . Quotation . . Apostrophe . . . Hyphen . . .

DOMESTIC SCIENCE.

During the winter months a class in Domestic Science is taught by Miss Lee, but the necessities of space limit the number in this class to six. Miss Lee reports:—

MR. H. F. GARDINER, *Principal O.I.B.*:

SIR,—During the past year much interest has been taken by the pupils of the Domestic Science class. Though they are younger on the whole than in former years, very fine work was accomplished, when one considers that the three youngest (two of them quite blind) had for the first time swept a floor, peeled a potato, or done any scrubbing, to say nothing of the numerous other important things connected with housekeeping.

One can naturally understand how a blind child is set aside in the home regarding the work of the house. It is the exception, and not the rule, when a blind girl is given an opportunity to help in any kind of housework in the home. They are usually made to feel that they are more of a hindrance than a help, when, if parents would stop to think that, in allowing their child to help, if it is ever so little each day, even though it does retard the work some, it would be such a benefit, for it is by constant practice that one acquires any knowledge worth having.

The class in Domestic Science here helps a young girl to feel that she is not altogether useless, and it would be such a help to the teacher if the children were taught at home how, at least, to hold a broom. Let them sweep the sidewalk or the back yard, if it is thought they would be in the way in the house. Then give them the steps or porch to scrub, if nothing else, for the exercise alone is very beneficial to a blind child.

The very youngest children are taught here to make their beds and keep their rooms neat and orderly, so that when the girls enter the Domestic Science class they do not find it so hard to learn to keep the kitchen in perfect order. They learn the proper method of dish-washing, how to take care of a sink, how to keep a stove clean, and to have a place for everything and everything in its place, that is, the kitchen must be as clean and orderly when a class leaves it as when it was entered.

During the year the pupils were given lessons in the theory of food economy, nutrition, etc., showing which are the most healthful and, therefore, the cheapest foods to use; also, on the quantity of food required according to climate, seasons, clothing, age, sex, etc.

They were also given lessons in the theory of cookery, showing the different methods used and the reason for each, such as how to put the ingredients for a cake together properly, how to weigh and measure, how to stir, beat and cut, fold or lift.

In their theory they were also given time-tables in cooking, such as the length of time it should take to boil vegetables, coffee, meats, fish, etc. In the broiling of meats, etc., and the baking of bread, cakes, pastry, puddings, meats and fowls, they were similarly instructed.

Afterwards they were given an opportunity to put their theory into practice, when they were taught how to make dishes for the different meals in a day, besides learning how to economize by turning the left-overs of meals into a tasty dish.

Among the things they cooked this year were foaming omelets, poached eggs on toast, vegetables, soups, pastry, puddings, biscuits, cookies, cakes, scalloped dishes and croquettes.

On theory days the recipes for these different dishes, as well as numerous other recipes are taken down in point print, to be stored up for future use.

In this way the pupils have an opportunity of accumulating enough valuable information to make a good-sized cook-book.

I have the honor to be, Sir,

Your obedient servant,

E. LEE.

I may add that the "cooking class" is popular among the girls, and I have had to refuse applications for admission to it every year. During the vacations I receive letters from the pupils' parents expressing their satisfaction with the results of their daughters' training in Domestic Science. It is a great point gained to have the girls find out how many things they can do when they try.



Hester Ponting, A.T.C.M.,
Graduated at O.I.B., 1906.



Mary Macdonald, A.T.C.M.,
Graduated at O.I.B., 1906.

MUSICAL INSTRUCTION.

Sixty-two pupils were instructed in music during the session, most of whom were examined by Mr. Fairclough, as described in his report. The demand for music lessons always exceeds the appliances for supply. To engage another teacher, or to purchase more pianos, is a comparatively simple matter, but each piano requires a separate room, and when more than a score of rooms are devoted to teaching and practice, there is crowding in other departments, especially on the girls' side of the building, which is smaller than the boys' side.

In the extracts from the Reports of Commissions, Conferences and Conventions on the Blind, which will be found on other pages, are some interesting remarks on the propriety of teaching the blind music. One has to consider the pleasure given to the player, the pleasure given to others by the player, and the usefulness of musical instruction as a means of earning a livelihood. Under the latter head come the divisions of entertaining, teaching, composing and church-organ work. Mr. Fairclough in his report recommends more attention to solo singing, and there are several voices in the choral class which are worth cultivation on the lines he indicates. With the general work of the musical department the examiner expresses satisfaction, and the records of O. I. B. pupils at the Toronto College of Music examinations speak for themselves. Two young ladies, Misses Mary Macdonald and Hester Ponting, received the degree of Associate Toronto College of Music this year, their diplomas being presented at the closing concert in June, a report of which will be found under the head of Entertainments. Miss Macdonald has been appointed organist of a new Catholic Church in Hamilton, and her teachers and friends in the Institution have every confidence that she will succeed in that capacity. The *Toronto Globe*, of May 24th, 1906, contained the following reference to a performance in that city by Misses Ponting and Macdonald:—

"A very interesting graduation recital was given at the Toronto College of Music Tuesday evening by Misses Hester Ponting and Mary Macdonald of the Ontario Institution for the Blind, Brantford, assisted by Miss Eveline Ashworth, soprano, and Miss Olive Scholey, contralto, pupils of Dr. Torrington. The talent displayed by the young ladies in their piano selections was of a very high order, and they showed not only brilliance of technique, but a splendid intellectual grasp of the numbers performed. An array of pieces, including Beethoven's *Appassionata Sonata*, two of Schumann's '*Fantasie Stücke*', Leschetizky's '*Mazurka*,' Bach's '*Prelude and Fugue in B Flat*,' Chopin's '*Ballade in A Flat*,' and Batiste's '*Offertoire in D Minor*' for the organ, served to exhibit a broad musical training and versatility of style. Miss Ashworth and Miss Scholey are two vocalists who should have a brilliant future, both possessing breadth of tone and facility of vocalization. Dr. Torrington, in a brief speech, complimented Mr. Ernest A. Humphries, musical director of the Institution for the Blind, upon the accomplishments of his pupils, and spoke in glowing terms of the Institution's noble work."

The following is a list of successful O. I. B. pupils in the Toronto College of Music examinations, May and June, 1906:—

Associate Toronto College of Music (A.T.C.M.):

Hester Ponting.

Mary Macdonald.

Third Year Piano:

Mary Macdonald (honors).

Second Year Piano :

Alice Stickley (first-class honors).
Thomas Kennedy (honors).
Grace Kay.
Gertrude Coll.

First Year Piano :

Eleanor Wooldridge (first-class honors).
Edward Simpson (first-class honors).
Horace Valiant (first-class honors).
Beatrice McCannan (first-class honors).
Margaret Liggett (honors).
Charles Lavender (honors).
Enie Ferguson (honors).

Second Year Counterpoint :

Grace Kay (first-class honors).
Mary Macdonald (first-class honors).
Grace Kight (first-class honors).
Herbert Treneer (first-class honors).

Second Year Written Harmony :

Grace Kay (first-class honors).
Grace Kight (honors).
Mary Macdonald.
Herbert Treneer.

First Year Written Harmony :

Victoria Thomson (first-class honors).
Alice Stickley (first-class honors).
Thomas Kennedy (first-class honors).
Gertrude Coll (first-class honors).
Eva Bullock.

Second Year Practical Harmony :

Grace Kight (first-class honors).
Mary Macdonald (first-class honors).
Herbert Treneer (first-class honors).
Grace Kay.

First Year Practical Harmony :

Alice Stickley (first-class honors).
Victoria Thomson (first-class honors).
Thomas Kennedy (honors).
Eva Bullock.
Gertrude Coll.

Second Year History of Music :

Mary Macdonald (first-class honors).
Grace Kay (first-class honors).
Grace Kight (first-class honors).
Herbert Treneer.

First Year History of Music :

Victoria Thomson (first-class honors).
Alice Stickley (first-class honors).
Gertrude Coll (first-class honors).
Eva Bullock (honors).
Thomas Kennedy.

ENTERTAINMENTS.-

The entertainments during the session, for and by the pupils, were of a varied character. The city papers reported that "the pupils of the Institution for the Blind had an enjoyable time on the evening of October 31st (Hollowe'en), many of them taking part in an impromptu concert programme and the rest constituting the audience. The chair was occupied by Mr. P. Roney, one of the literary teachers, who performed the functions of his office with efficiency, while the performers, little and big, earned and received hearty applause. Among the specialties was a French song by Jean Chatelain, of L'Original, and a Musical Romance by Herbert Treneer and Charles Duff, the former of whom read a series of questions from a point-print sheet, which the latter answered on the piano, to the intense delight of the audience. The chorus by the Kindergarten class, and little Teresa Thompson's solos were received with much favor. At an intermission in the programme, candy and raisins were passed around by the matron and assistants."

On the afternoon of December 16th, the junior girls gave a concert in the Vocal Room, with Isabel Elliott in the chair, and they got through the following programme very nicely:—

- 1. Chorus—"Welcome."
- 2. Chairman's Address—Subject, "Christmas."
- 3. Recitation—Mildred Miles—"Bruce and the Spider."
- 4. Quintette—Blanche Kaufman, Vashti Baldwin, Marie Sprengel, Mary Cuneo, Ethel Squair—"Over Fields and Meadows."
- 5. Dialogue—Mildred Miles, Ethel Squair, Mary Marsh, Ethel Stevens—"Three Sisters and Santa Claus."
- 6. Recitation—Ethel Squair—"The Disobedient Mouse."
- 7. Song—Emma Rooke—"Two Little Boys."
- 8. Dialogue—Nine Girls—"Christmas Spirits."
- 9. Piano Solo—Beatrice McCannan.
- 10. Chorus—"The Dolls."
- 11. Recitation—Mary Cuneo—"The Six Turkeys."
- 12. Song—Isabel Elliott—"The Old House by the Linden."
- 13. Piano Solo—Beatrice McCannan.

CHRISTMAS CONCERT.

The Christmas Concert was held on the evening of December 21st, the newspaper reporting that "in spite of the inclement weather, the Music Hall at the Institution for the Blind was well filled, and as usual the entertainment provided was good and was highly appreciated. Promptly at eight o'clock Principal Gardiner called the audience to order, remarking that he accepted it as a compliment to himself, the teachers and the pupils that so many ladies and gentlemen had left their comfortable homes and braved the storm to attend the concert. The session so far had been a happy one, much good and useful work having been done, notwithstanding the handicap of illness among the teachers, which necessitated harder work on the part of those whose health had not been affected. He felt like complimenting the pupils on their industry and good conduct, and he would be abundantly satisfied if the same standard were maintained during the remainder of the session.

"The programme consisted of organ and piano solos, two overtures and part songs by the Choral Class of some forty voices, interspersed with recitations. The opening number was the Batiste 'Offertoire in D. Minor' played on the organ by Miss Mary Macdonald, who showed that she had

splendid command of the instrument, and gave a very pleasing rendering of the difficult selection. The recitations were five in number and it was remarked that the Institution pupils were never heard to better advantage, clearness of enunciation being combined with an absence of over-natural expression and inflection, and each reciter was apparently appreciated by every listener. The little tots captured all hearts and gave a delightful account of themselves, little Miss Blanche Kaufman in 'Her Friend,' and Gladys Thompson with 'In Santa Claus' Land.' Miss Esta Wolsey had been assigned a difficult task, as her number, 'How the La Rue Stakes Were Lost,' required considerable elocutionary power. She succeeded admirably, however, and gave evidence of no small talent. Mr. Joseph Boudreault recited Drummond's 'The Habitant,' with an accent which comes to him from his own mother tongue, and he was certainly the right man in the right place. In Kipling's 'Ballad of East and West,' Mr. Thomas Kennedy told a thrilling soldier-adventure of the India frontier and gave it with splendid power and expression. The piano solosists showed that their training had been done with careful attention to technical detail and beauty of conception. Master Charles Duff is a rather small boy to show so much skill as a pianist, but his rendering of Chopin's 'Valse Op. 64, No. 2' and Sinding's 'Marche Grotesque' was quite charming and apparently well-nigh flawless. Miss Hester Ponting played the 'Witches' Dance,' by McDowell, in quite virtuosic fashion, and overcame the great technical difficulties with apparent ease.

"The choral class did not disappoint those who always look forward to their numbers, and sang three part songs with their well-known attention to shading and attack; special mention might be made of the good work done by the tenors and basses. The songs were 'The Crusader,' by Pinsuti; 'The Elfhorns,' by Bullard, and 'Queen of the Night,' by Gounod.

"Of the two overtures, the first, 'The Caliph of Bagdad,' by Boieldieu, was played on three pianos by Messrs. Herbert Treneer, Charles Duff, Thomas Kennedy, Albert Fall, George Skinkle and Cameron Allison, all of whom acquitted themselves splendidly. The second overture was that of Handel's 'Occasional Oratorio,' and was rendered on three pianos and the pipe organ, the players being Misses Victoria Thompson, Eva Bullock, Grace Kight, Eva Johnston, Alice Stickley and Louis Deschenes, with Miss Mary Macdonald at the organ. This number formed a splendid climax for a most pleasing programme and elicited great applause.

"It was explained that this concert was simply a Christmas 'entertainment,' and was not intended to be of the exacting character of the graduating exercises and closing, which come in the month of June. Last evening's programme was, however, of a most enjoyable nature from all standpoints, and was seemingly as great a delight to the performers as to the audience.

"The National Anthem was sung at a reasonably early hour, after which those participating enjoyed light refreshments in the dining room."

CHRISTMAS TREE.

For the pupils who could not go home for the holidays, on account of distance, a Christmas tree was prepared, laden with gifts and decorations, and the following programme was presented:—

1. Piano Solo—Louise Deschenes.
2. Recitation—Harriet Hepburn.
3. Song—Isabel Elliott.
4. Piano Solo—Irene Fox.
5. Recitation—Orville Frayne.

6. Song—Joseph Boudreault.
7. Piano Solo—Horace Valiant.
8. Recitation—Edna Houser.
9. Song and Chorus—Girls.
10. Recitation—Margaret Liggett.
11. Duet—Roy Goldie and Wilbert Clemmett.
12. Speech—John McDonald.
13. Song—Jean Chatelain.
14. Piano Solo—Leslie Thomas.
15. Mouth Organ Solo—Horace Valiant.
16. Recitation—Irene Fox.

The distribution of the presents on the tree followed.

AT ST. JUDE'S.

On the evening of February 12th, twenty pupils of the Institution, accompanied by the Principal, paid a visit to the Anglican Young People's Association of St. Jude's Church and gave a concert in the schoolroom, Mr. Gardiner presiding. The programme was:—

1. *Chopin*—Waltz, Op. 64, No. 2. Piano solo. CHARLES DUFF.
2. *Trotere*—"The Deathless Army." Vocal solo. THOMAS KENNEDY.
3. *Deshayes*—"King of the Carnival"; *Bohm*—"La Grace" Waltz. Piano duet. ALICE STICKLEY and VICTORIA THOMSON.
4. *Havergal*—"The Ministry of Song." Recitation. GRACE KAY.
5. *Chopin*—"Polonaise," Op. 26, No. 1. Piano solo. HERBERT TRENEER.
6. *Dr. Drummond*—"The Habitant." Recitation. JOSEPH BOUDREAU.
7. *Delahaye*—Minuet "Columbine." Piano Solo. LOUISE DESCHENES.
8. *Tozer*—"By the River." Vocal duet. GRACE KIGHT and LETITIA SPICKNEILL.
9. *Engelmann*—"Parade Review, Marche Militaire." Piano duet. CAMERON ALLISON and ALBERT FALL.
10. *Braham*—"The Death of Nelson." Vocal solo. JOHN NICOLSON.
11. *Mendelssohn*—"Spinning Song." Piano solo. MARY MACDONALD.
12. "Mr. Sandscript's Slide Down Hill." Recitation. GRACE KIGHT.
13. Chorus—Hunting Song—Girls.
14. *Bela*—Lustspiel Overture. Piano duet. C. DUFF and H. TRENEER.

At the conclusion refreshments were served to the guests by the members of the Society, and a return visit was promised.

AT GRACE CHURCH.

On Feb. 26th a similar visit was made to the Grace Church Society, the programme being as follows, with Mr. Wickens in the chair:—

1. *Chopin*—Nocturne. Piano solo. GERTRUDE COLL.
2. "The Wrong Woman." Recitation. EDNA SAGE.
3. *Stephen Adams*—"The Veteran." Vocal solo. JOS. BOUDREAU.
4. *Engelmann*—"Marche Militaire." Piano duet. CAMERON ALLISON and ALBERT FALL.
5. *Tennyson*—"The Revenge." Recitation. CHARLES LAVENDER.
6. *De Koren*—"Winter Lullaby." Vocal solo. HESTER PONTING.
7. *Donizetti*—"Lucrezia Borgia." Piano duet. LOUISE DESCHENES and GRACE KIGHT.
8. "The Relief of Lucknow." Recitation. THOMAS KENNEDY.
9. *Fairlamb*—"April Day." Chorus. Girls.
10. *Nevin*—"Venetian Love Song," Op. 20, No. 1; *Sinding*—"Marche Grotesque." CHARLES DUFF.
11. "The Country Cousins." Dialogue. GRACE KIGHT, HESTER PONTING, LOUISE DESCHENES and MAUD SWETMAN.
12. *Vanderwater*—"The Prodigal." Vocal solo. JOHN NICOLSON.
13. "Children's Dream." Vocal duet. GRACE KIGHT and HESTER PONTING.
14. *Neidlinger*—"That Little Peach." Quartette. T. KENNEDY, J. NICOLSON, J. BOUDREAU and C. LAVENDER.
15. *Bela*—Lustspiel Overture. Piano duet. CHARLES DUFF and HERBERT TRENEER.

A vote of thanks to the performers was moved by Rev. Dr. Mackenzie, after which refreshments were served.

A GYMNASIIC EXHIBITION.

The Brantford *Courier* of March 19th said: The boys at the Institution for the Blind are getting their muscle up. The other day seven of them, accompanied by Mr. Ramsay, the supervisor, walked from the Institution to the second bridge in Paris and back; time, 3 hours, 10 minutes. The distance must be over twelve miles, so the record is not bad for beginners. On Saturday forenoon between 30 and 40 of the public school boys, belonging to the Young Men's Christian Association, paid a visit to the O. I. B., and, under the direction of Mr. Frederick I. Grobb, gave an exhibition in the gymnasium. The visitors were very proficient in free gymnastics and mat work, while the Institution boys did better at apparatus work, going through their exercises on the horse, the parallels, the horizontal bar and the ladder. This was the first of a series of visits planned for the purpose of showing the members of each class what the others can do, with the moral of "Go thou and do likewise" in view. The seniors of the Y.M.C.A. are expected at the Institution soon. The blind boys gave three hearty cheers for their visitors. Mr. Grobb and Mr. Ramsay have both good reason to be proud of their pupils.

The Institution boys paid a return visit to the Y.M.C.A. on March 22nd.

CANADA CLUB DEBATE.

The Brantford *Expositor* of March 30th said: The members of the Canada Club had a very pleasant outing last evening, when, on the invitation of Principal Gardiner, they held their regular debate in the assembly hall of the O.I.B. About twenty-five members of the club turned out and all the teachers and pupils of the Institution were present to listen to the debate. The subject was: "Resolved, that the franchise should be extended to women." The chair was taken by Mr. T. Durkee, who introduced the speakers in his usual happy manner. The affirmative was upheld by Messrs. T. McPhail, H. K. Jordan, J. R. Varey and Mangles, the negative being supported by Messrs. G. Pickles, F. Britton, A. Tomlinson and S. P. Davies. Some strong arguments were brought forth on both sides, the points being well defined and forcibly driven home. The judges, Miss Lee and Messrs. Ramsay and Boudreault, awarded the decision to the negative. A couple of organ selections were given by Mr. H. K. Jordan, and Mr. Gardiner then thanked the Club for the entertainment on behalf of himself and the pupils of the Institution. Refreshments were afterwards served for the members of the Club and a very enjoyable evening was brought to a close by singing "God Save the King."

SINGERS FROM THE CITY.

The newspapers of April 24th reported that about thirty members of the Young People's Association of St. Jude's Church visited the Institution for the Blind last evening, to entertain the pupils with a concert. Rev. Mr. Wright, rector of the church, presided, and he kept the little folks on the front seats up to concert pitch by the occasional interpolation of an appropriate story. The programme was made up of vocal selections exclusively, a peculiarity which did not detract from its acceptability. Miss May Wright's solo, "When the Heart is Young," and her duet with Mr. Adams, "Come With Me," were suited to her fine voice, and Miss Carrie Williams won every heart with her rendering of "Dearie." She also sang "The Three

Wishes." Mr. Scace sang "The Mighty Deep" and "The Bandolero," Mr. Darby "The Holy City," and Mr. Adams "If I Were a Knight." Mr. Holrod sang "The Bedouin Love Song" and "Heroes and Gentleman," the latter being encored. A vote of thanks to the visitors was moved and seconded by two pupils, Thomas Kennedy and Joseph Boudreault, and was presented by the Principal, who suggested an adjournment to the Teachers' Parlor, where coffee and cake were served and a social half-hour was pleasantly spent. Such visits by the people of the city are highly appreciated by all connected with the Institution.

BRANT AVENUE CHURCH CHOIR.

On May 18th there was another concert in the Music Hall, which was thus reported: Forty members of the choir of Brant Avenue Church, under the direction of Mr. Henri K. Jordan, contributed to the entertainment of the pupils of the Institution for the Blind last evening, and never were singers favored with a more appreciative audience. Among the soloists were Mr. R. Overend in "O Lord Correct Me," Miss B. Schmidlin in "The Swallows," Miss L. Elliott in "The Carnival," and Mr. R. W. Crooks in "Heroes and Gentlemen" and "If All the Young Maidens," all encored, and the choir rendered "Holy Art Thou," "Night" and "Hear, O Lord, When I Cry," with piano accompaniment, and "A Slumber Song" and "Hark, Hark, My Soul," unaccompanied. The men of the choir sang "My Love is Like a Red, Red Rose," and Miss Leone Park recited very acceptably. A social half-hour was spent by the visitors after the concert in the Teachers' Parlor.

JUNE CLOSING CONCERT.

The closing concert was held on June 18th. It was reported as follows: Standing room was at a premium in the Music Hall of the Institution for the Blind last night, the attraction being the closing concert in connection with the end of the session. Soon after seven o'clock the people began to assemble, and when the doors were opened at eight there were more waiting than could possibly be accommodated. In spite of the discomfort, the hall remained crowded to the end, and all seemed to be pleased with the entertainment provided.

Principal Gardiner, in welcoming the audience, apologized for the absence of Mr. Colquhoun, Deputy Minister of Education, and of Mayor Waterous, who had been invited. He briefly outlined the work of the session, during which the total registration of pupils was 123. At the opening in September, 107 entered, and 16 more came in during the session. For various causes 12 left before the end of the session, leaving 111 in attendance. The main endeavors of the teachers were directed to giving all the pupils a good English education. But something was done in the way of accomplishments and in the industrial line. There were 62 pupils in music, 19 in piano tuning, 6 in domestic science, 20 in sewing, 41 in knitting and crocheting, 21 in cane chair seating, 5 in hammock netting, 51 in bead work and 17 in Latin. Mr. Gardiner said he liked to have the people of Brantford take a sort of proprietary interest in the Institution, but it was common to expect too much from the blind. Wonders were accomplished, but there were limitations. Let the men before him think how hard they had to work to support their families, and pay their debts, and how little they had left at the end of the year; then let them empty their pockets and shut their eyes and see how much they could earn, even with the advantages of knowledge, experience and acquired skill. That was the way to look at



Class in Vocal Music, O.I.B., 1906.

the case of the blind, and from that point of view he felt well pleased with accomplished results and with prospects for the future. He was glad to say that the health of the pupils had been good and their conduct exemplary. The conduct of the programme was handed over to Mr. Humphries.

The programme, which was carried out without loss of time, and with the greatest credit to all the performers, was undoubtedly one of the most enjoyable ever presented at an Institution concert. Former standards were well upheld, and in some particulars considerably exceeded; and, although comparisons are not always in order, it was a matter of general remark among those who observe the progress of the pupils from year to year, that the graduates in piano, Miss Ponting and Miss Macdonald, reached the highest point of excellence yet attained. The fact that this session two young ladies obtained the degree of Associate of the Toronto College of Music (A.T.C.M.) marks the breaking of all records in the musical history of the O. I. B., and must be a matter of sincere gratification to the Musical Director, Mr. Humphries, and his able assistants in that department. In addition to the graduates, 21 certificates of the Toronto College of Music were obtained by other pupils.

The programme was as follows:—

Organ—"Triumphal March".....	<i>Faulkes.</i>
LOUISE DESCHENES.	
Part Song—"Water Lilies".....	<i>Cowen.</i>
CHORAL CLASS.	
Recitation—"The Little Word that was Lost".....	<i>Wide Awake.</i>
JOHN MACDONALD.	
Two Pianos—"Valse in A Flat".....	<i>Moskowski.</i>
THOMAS KENNEDY AND CAMERON ALLISON.	
HERBERT TRENEER AND ALBERT FALL.	
Song—"The Leprechaun".....	<i>May Gillington.</i>
NINE KINDERGARTEN CHILDREN.	
Recitation—"The Cry of the Children".....	<i>Mrs. E. B. Browning.</i>
ISABEL ELLIOTT.	
Part Song—"There Sits a Bird on Yonder Tree".....	<i>Walthew (Words by Ingoldsby).</i>
CHORAL CLASS.	
Piano—"Concerto in G Minor," with Orchestral Accompaniment.....	<i>Mendelssohn.</i>
MARY MACDONALD.	
Recitation—"The Baby Actor".....	<i>St. Nicholas.</i>
EDNA SAGE.	
Seven Part Anthem—"A Solemn Prayer," from "The Holy Innocents".....	<i>Herbert Brewer.</i>
CHORAL CLASS.	
Two Pianos—"Humoresque".....	<i>Watson.</i>
ESTA WOLSEY AND MARGARET LIGGETT.	
GEORGE SKINKLE AND CHARLES LAVENDER.	
Recitation—"The Homesick Boy".....	<i>Anonymous.</i>
HARRY WHITE.	
Part Song—"The Boy and the Bee".....	<i>Caldicott.</i>
CHORAL CLASS.	
Piano—"Grande Polonaise Brillante," with Orchestral Accompaniment.....	<i>Chopin.</i>
HESTER PONTING.	
Recitation—"Domestic Economy".....	<i>Anonymous.</i>
EMMA ROOKE.	
Part Song—"Soldiers' Song," from Shakspeare's "Othello".....	
CHORAL CLASS.	
Concerted—"Overture to 'Stradella'".....	<i>Flotow.</i>
Pianos—ALICE STICKLEY AND VICTORIA THOMSON.	
GRACE KAY AND GERTRUDE COLL.	
GRACE KIGHT AND EVA BULLOCK.	
Organ—CHARLES DUFF.	
Presentation of Diplomas and Certificates.	
<i>God Save the King.</i>	

Although of such length, this list of interesting selections was carried through in an admirably sustained manner, which left small room for distinctions. The recitations were marked by that clearness of enunciation and flexibility of voice which always characterize the O. I. B. pupils, and little Master Harry White made such an impression with his "Home-sick Boy" that he had to be brought forward in reply to an enthusiastic recall.

The Choral Class well upheld its reputation for finished work, and sang five numbers with splendid attention to expression, clearness and sharpness of attack; the male section seemed to be more than usually strong and covered themselves with honors in the "Soldiers' Song" from Othello.

In the piano concertos the soloists were accompanied by the Darwen Orchestra and the pipe organ, Mr. Humphries conducting in the absence of Dr. Torrington, who usually performs that duty. Miss Mary Macdonald gave a splendid rendering of the Presto movement of Mendelssohn's G Minor Concerto, and Miss Hester Ponting accomplished a veritable "tour de force" in her playing of the long and extremely difficult "Grand Polonaise," by Chopin, without break or flaw of any kind and with charming attention to the requirements of expression.

At the close of the programme the diplomas and certificates were presented. Rev. Mr. Harvey and Mr. Passmore handed the diplomas to the graduates and congratulated them in neat speeches. The successful pupils were:—

A.T.C.M.—Hester Ponting, Mary Macdonald.

Third Year Piano—Mary Macdonald (honors).

Second Year Piano—Alice Stickley (first-class honors), Thomas Kennedy (honors), Grace Kay, Gertrude Coll.

First Year Piano—Eleanor Wooldridge, Edward Simpson, Horace Valiant, Beatrice McCannan (first-class honors), Margaret Liggett, Charles Lavender, Enie Ferguson (honors).

Second Year Theory—Mary Macdonald, Grace Kight, Grace Kay (first-class honors), Herbert Treneer (honors).

First Year Theory—Anna Victoria Thomson, Alice Stickley (first-class honors), Thomas Kennedy, Gertrude Coll (honors), Eva Bullock (pass).

ATHLETICS.

The past year has witnessed a great improvement in the physique of the male pupils, due to a great extent to the interest aroused in gymnasium work and outdoor sports by the enthusiasm and labor of Supervisor Ramsay. On October 21st (Trafalgar Day) the programme of sports included the following:—

Junior Events.

25-yard race, under 10 years—William G. Thompson, Neil McKinnon, Wilbert Clemmett.

50 yards run—Norman McDonald, David Graham, Jean Chatelain.

Long jump—Floyd Sager, Orville Frayne, Charles McBride.

Kicking the football—Floyd Sager, Charles McBride, Norman McDonald.

Throwing baseball—Floyd Sager, Norman McDonald, Charles McBride.

Three-legged race—N. McDonald and O. Frayne, W. Clemmett and W. Thompson, F. Sager and C. McBride.

Wheelbarrow race—O. Frayne and N. McDonald, J. Chatelain and F. Sager, W. Thompson and W. Clemmett.
 Standing high jump—C. McBride, D. Graham, N. McDonald.

Senior Events.

Standing high jump—George Stokes, Thomas Kennedy, Cameron Allison.
 Pole vault—George Stokes, Albert Fall, Horace Valiant.
 100 yards dash—T. Kennedy, A. Fall, Joseph Boudreault.
 220 yards run—T. Kennedy, A. Fall.
 Putting the shot—John Hughes, T. Kennedy, J. Boudreault.
 Standing long jump—T. Kennedy, G. Stokes, A. Fall.
 Standing hop, step, and jump—T. Kennedy, G. Stokes, J. Hughes.
 Kicking football—G. Stokes, A. Fall, J. Hughes.
 Half-mile walk (partners)—Hughes and Kennedy, Nicolson and Boudreault.

Throwing baseball—T. Kennedy, A. Fall, J. Boudreault.
 Wheelbarrow race—Kennedy and Hughes, Fall and Skinkle.
 Three-legged race—Fall and Skinkle, Kennedy and Hughes.
 On February 17th there was a gymnasium contest with the "horse," the "Whites" (N. McDonald, O. Frayne, W. Thompson, A. Lott and C. McBride) defeating the "Reds" (O. Mealing, J. Chatelain, D. Graham, G. Graham, and W. Crew) by 450 points to 439 in these events:

Kneel and jump.
 Kneel, stand and jump.
 Kneel, stand and double straddle jump.
 Roll over back and squat.
 Roll over and stand.
 Scissors.
 Shears.
 Straddle.
 Centre straddle.
 Open event.

On March 3rd there was a gymnasium contest in which seniors as well as juniors took part, a careful record being kept of points earned.

June 9th was the great field day, but the programme was so extensive that part of it had to be postponed until the succeeding Saturday. The local papers contained the following report of these games:—

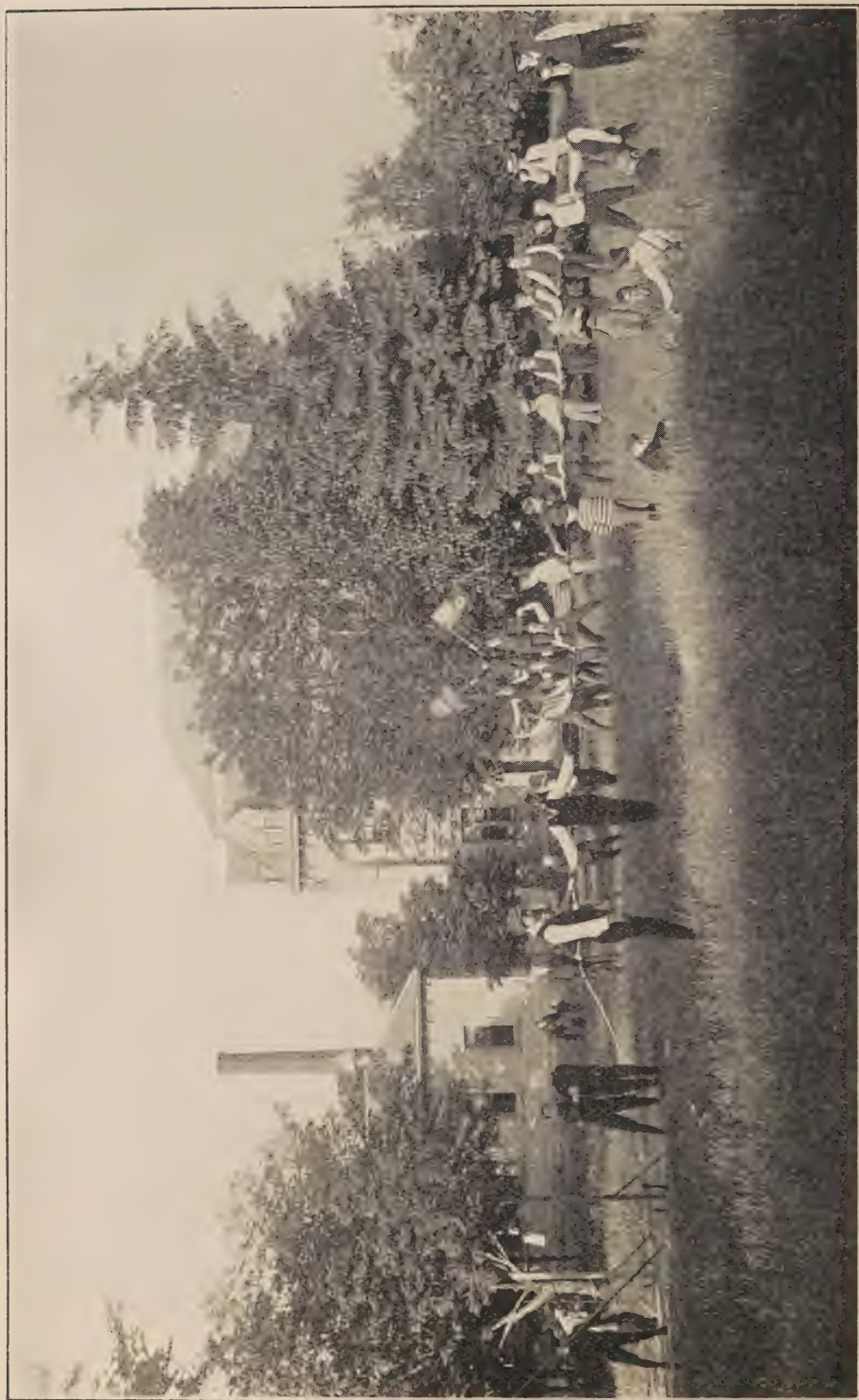
BLIND BOYS' SPORTS.

The pupils of the Ontario Institution for the Blind turned out in full force on Saturday afternoon to witness or participate in a programme of games and races for which some of them had been training for a considerable time.

The events really began on Friday night, when John Hughes (totally blind) won the three-mile road race in 21 minutes, being accompanied by Mr. George Ramsay, the supervisor of the boys, while the leading team in the junior one-mile race was composed of Orville Frayne (totally blind) and Jean Chatelain, who has some sight. They ran hand in hand.

The Saturday contests included a standing long jump, juniors—Norman McDonald, 6 feet 1½ inches; Geo. Stokes, seniors, 8 feet 6 inches.

Standing long jump with pole, seniors—Cameron Allison, 12 feet ½ inch.



Boys' Playground, O.I.B., 1906.

High jump, juniors—O. Frayne, 3 feet 1 inch.

Throwing four-pound discus—Thos. Kennedy, 82 feet 10 inches.

Race for 220 yards—T. Kennedy, 30 seconds.

Dash for 50 yards—O. Frayne, time 8 seconds.

The running track was smooth, but not straight, nor was it wide enough. Some of the racers had to start in the long grass, which occasioned some tumbles. The blind racers had to follow the sound of a string of bells which were carried by Mr. Ramsay, who ran ahead of them, and it was wonderful how they all managed to locate the sound. In the animal races, wheelbarrow, and three-legged races, which were run on the cricket ground, the collisions were frequent, but no one was hurt. Mr. Roney and Mr. F. Grobb acted as timers and judges. The events for which there was no time on Saturday were the half-mile walk, high jumping, pole vaulting, football punts, baseball throwing, quoiting match, and tug of war. These were postponed till next Saturday. The leading contestants for the senior championship are Thomas Kennedy of Guelph, and Harold Elnor of Toronto; for the junior, Norman McDonald of Wingham, David Graham of Birnam, and Orville Frayne of Forest.

One of the contestants had a special paragraph for himself, under the heading, "Blind Boy's Feat":—

"At the O.I.B. sports held recently, a blind boy named George Stokes made a most remarkable stand jump. Despite the fact that he is totally unable to see, he cleared 8 feet 8 inches, without the use of hand weights or other assistance. George is a boy of 17 years, and pretty sturdily built."

Should this record of the work of Institution boys in the athletic field seem incredible, the following article by Percy Trenchard in "Physical Culture" for May, 1906, will help to explain how these things are done:—

"How impossible—that boys hopelessly blind can compete in field sports. This will be the first exclamation of those who read that there has actually been planned a great athletic meet of the blind athletes of the country. Should a doubt be expressed in the presence of the blind themselves, it is probable that some indignation would be expressed at the mere suggestion of anything wonderful in sightless persons running, jumping, or throwing the weights like their more fortunate fellows who can see. Not only can the blind perform almost all the feats of the modern athletes, but they have a strong objection to having such an almost incredible ability characterized as 'wonderful.'

"At the Institution for the Blind at Overbrook, near Philadelphia, the boys are straining every nerve to get in condition for the proposed series of national contests among sightless athletes, the first meet of its kind in the history of sport. The closer one views the seemingly impossible tasks that the blind boys have set themselves, the easier it is to understand how they are able to run like the wind, jump long distances, play football, and do almost anything in the athletic line that is apparently impossible without sight.

"The boy who was practising at putting the shot when the writer visited the institution was using a shot with a rope attached to it. When he had balanced himself and thrown the shot it would be impossible for anyone who did not know the fact to tell that the boy was blind. The confidence, the poise, and the cast were all as natural as though done by a boy with perfect sight. Only when the boy began to haul in the line could it be seen that he was afflicted with blindness. As he hauled in he measured the length of his

'put' by the line, and as he poised himself for a second attempt, it was evidently with the determination of causing a greater length of line to trail after the weight. Very simple, after all, for a boy to be a shot-putter, although unable to tell where the shot falls by eyesight.

"So with the sprinters. Two boys at a little distance from the shot-putter were practicing the sprint. Beside each boy was a taut wire and on the wire was a spool. Each boy grasped his spool and as the word was given to start, ran with the speed of a deer and with every bit as much confidence, the spool jingling along the taut wire and holding the boy to his course. As long as he held to the spool he knew that he had a clear field.

"The long jump, standing, presents little difficulty. The boy is placed at the mark and jumps as far as he can. His jump is measured, marked, and it is the turn of the next contestant. The high jump, standing, is more difficult, but with the wonderful sense of distance that the blind possess by touch, it is only necessary for one of the sightless athletes to be placed opposite the marks and allowed to feel the height of the bar and he is ready for the signal. It is asserted upon the authority of Edward E. Allen, well known as an instructor of the blind, that when a blind boy runs at full speed he is doing the most daring feat of which a blind person is capable. At this institution and at many others throughout the country where boys are training for the contemplated athletic meet of the blind, many sightless athletes can be seen daily in fine weather and in the indoor gymnasiums during dull days, practising both the run and jump with all the confidence and abandon of persons with perfect sight.

"As for doing stunts on the trapeze, the flying rings or the vaulting horse, any blind athlete would think the person joking who professed to think there was anything out of the ordinary in these. If you suggest to one of the instructors that it is still more wonderful how the boys find the apparatus without being led up to it, the instructor will probably agree that this is one of the really remarkable things about them. A person born blind has no sense of distance as revealed by sight. He merely goes by the count of footsteps. Let him once locate the flying rings or the trapeze in the gymnasium and he will thereafter go from one point to another so many steps, from that point to another so many more, and so in time will reach his objective without seeming to do anything but walk direct to it, as though really able to see where it stands on the floor or is suspended from the ceiling.

"Another apparent joke is to say that blind boys play football, and yet they actually do, and a game of football will probably be a feature of the coming meet. The ball is located by sound. As played by blind boys, the game is more of a kicking game than the ordinary college game. The players strain every nerve to hear the sound of the ball striking the ground. The boy who hears it first runs in the direction of the sound, grabs the ball and kicks it towards the opposing side's territory. There is no tackling. When the ball is kicked behind the opposing players' goal line, the side kicking it wins."

MASSAGE.

In last year's Report I gave an account of what had been attempted and accomplished in Europe and America in teaching the blind how to administer massage. Mr. Robert John Park, who was a pupil in this Institution from 1897 to 1901, has since taken a course at the Toronto Orthopedic Hos-

pital, and for the encouragement of others the following testimonial to his efficiency is reprinted:—

249 Park street, Peterborough,
4th July, 1906.

Permit me to call your attention to a matter which may interest you and which may be of much significance to an unfortunate class of the community. It is known by those who have directed their thought to the matter that blind persons, though in every way the equals of their sighted fellows, are, by reason of their blindness, placed at a great disadvantage in earning their living, and in their efforts to serve their fellow men. Mr. Robert J. Park, a young man totally blind, has recently taken a full course of training in order to qualify himself to give massage, and in this move he is the pioneer in Canada. His teachers at the Toronto Orthopedic Hospital state that his course has been a highly creditable one. His success in this work will mean much for the blind of Canada, thus opening up a new occupation for a class of persons greatly handicapped. On behalf of Mr. Park, and in the interests of a deserving class, I ask your favorable consideration of this matter in securing for him employment in his chosen work.

Having known Mr. Park intimately for many years, I am very glad to bear testimony to the excellence of his moral character. His life is above reproach.

Messages sent to the Toronto Orthopedic Hospital will reach him.

Sincerely yours,

ARTHUR W. BEALL.

EMPLOYMENT FOR THE BLIND.

In previous Reports I have endeavored to interest members of the Legislature, editors of newspapers and other readers in the difficult problem of enabling the blind to earn their living by their own labor. Those who have not looked deeply into the subject are apt to underestimate the difficulty. They have read of Helen Keller, or have perhaps met a blind man who was successful in some business or profession, and have drawn the natural inference that what was possible for one blind person could not be impossible for another. Yet the fact remains that blindness is a serious handicap, and the problem of self-support has been made more difficult by the adaptation of machinery to the production of many commodities formerly made by hand. Even in the few handicrafts still available, the competition of sighted labor reduces the wages of blind labor to a minimum upon which it would be hard to keep body and soul together. This is recognized in Great Britain and other countries, where the chief endeavor of philanthropists is to collect money to bridge the gap between the earnings of the blind and the cost of their subsistence, and to distribute it without pauperizing the recipients.

In various parts of the United States ladies' committees have been formed to ameliorate the condition of the blind. I received a letter of inquiry from the State of Washington, enclosing a newspaper clipping which stated that, "in accordance with a resolution adopted at a meeting of the State Confederation of Women's Clubs, held at Walla Walla, a committee had been appointed to investigate the condition of the blind in the State and report upon steps that might be taken to better their condition. How the condition of the blind may be improved and their burdens lightened is the problem to be considered by the committee. They will endeavor to arouse

public interest in the question to such an extent that something definite will be accomplished." I sent this answer to the chairman's letter:

"Brantford, 25th Jan., 1906. Mrs. J. B. Blalock, Apartment A, Metropole, Spokane, Wash., U.S.: Dear Madam,—The making of willow baskets was for some years a favorite industry here, but of late the profits have been so small, on account of the competition of factory products, that we are doing practically nothing in that line. The general report from ex-pupils is that it takes more time to sell the baskets than to make them, and as the blind man's work is generally defective, the trade will not provide a living. Of course, a man who has a home, either with his parents, or in a charitable institution, can earn his clothing and pocket money at basket-making, or hammock-making, or broom-making, especially if he has someone to look after the sales, but few men fully support themselves by handicraft. Some are doing well as piano tuners in factories—they do not generally succeed at custom work, on account of their inability to make repairs—but the best results are achieved by men who canvass or peddle. A man who loses his sight after he becomes adult is rarely able to become proficient as a tuner. The problem you are so nobly endeavoring to solve has puzzled educators of the blind for generations, and I fear that the solution is becoming more and more difficult, as competition among the seeing becomes keener and factory work is more specialized. Leading educators, like Mr. Wait, of New York, and Mr. Anagnos, of Boston, recommend the discontinuance of teaching handicrafts, and the substitution of higher education, as for the professions, but with many children that is simply impracticable, and in the case of a laboring man who loses his sight by accident or disease it sounds like a mockery. I send you a couple of reports of this Institution—the latest is in type, but not yet distributed—and will be glad to receive the results of your investigations. I am sorry that I cannot give you more information or more comfort, but if I knew just what you want to know, I would feel that my value had increased many fold."

Noticing that a meeting of the New York State Association for Promoting the Interests of the Blind was to be held at the Waldorf-Astoria Hotel, I wrote to Miss Winifred Holt, the Secretary, who sent me a kind letter enclosing newspaper reports of the meeting, from which I gathered that Mark Twain had made an amusing speech, and was followed by Mr. Joseph H. Choate, while letters were read from Grover Cleveland and Helen Keller. The latter wrote:—

"To know what the blind man needs, you who can see must imagine what it would be not to see, and you can imagine it more vividly if you remember that before your journey's end you may have to go the dark way yourself. Try to realize what blindness means to those whose joyous activity is stricken to inaction. It is to live long, long days, and life is made up of days. It is to live immured, baffled, impotent, all God's world shut out. It is to sit helpless, defrauded, while your spirit strains and tugs at its fetters, and your shoulders ache for the burden they are denied, the rightful burden of labor. The seeing man goes about his business confident and self-dependent. He does his share of the work of the world in mine, in quarry, in factory, in counting room, asking of others no boon save the opportunity to do a man's part and to receive the laborer's guerdon. In an instant, accident blinds him. The day is blotted out. Night envelopes all the visible world. The feet which once bore him to his task with firm and confident stride stumble and halt and fear the forward step. He is forced to a new habit of idleness, which, like a canker, consumes the mind and destroys its beautiful

faculties. Memory confronts him with his lighted past. Amid the tangible ruins of his life as it promised to be he gropes his pitiful way. You have met him on your busy thoroughfares with faltering feet and outstretched hands, patiently 'dredging' the universal dark, holding out for sale his petty wares, or his cap for your pennies, and this was a man with ambitions and capabilities. It is because we know these ambitions and capabilities can be fulfilled that we are working to improve the condition of the adult blind. You cannot bring back the light to the vacant eyes; but you can give a helping hand to the sightless along their dark pilgrimage. You can teach them new skill. For work they once did with the aid of their eyes you can substitute work that they can do with their hands. They ask only opportunity, and opportunity is a torch in darkness. They crave no charity, no pension, but the satisfaction that comes from lucrative toil, and this satisfaction is the right of every human being. At your meeting New York will speak its word for the blind, and when New York speaks the world listens."

At the time of this meeting the Association had been in existence five months, and it proposed to establish workshops for blind men and blind women; also classes for reading, writing, and trades for the adult blind, and visitors and home teachers for the adult blind. The officers asked for \$15,000 to begin with.

By sending Reports and marked papers to Ontario newspapers, I have managed to provoke some discussion of the employment problem, one writer suggesting that the Ontario Government should appoint a commission to make a thorough and impartial inquiry into the needs of the blind of Ontario. Such inquiries have been made in other countries, notably by the Royal Commission on the Condition of the Blind, whose Report was presented to both Houses of the British Parliament in 1889. From that Report I have extracted a mass of evidence, relating to matters of common interest to all countries in which there is necessity for provision for the blind. It will well repay perusal by all who have not yet been impressed with the difficulty of the employment problem, as well as by those who take an interest in the literary and musical education of the blind.

EVIDENCE TAKEN BEFORE THE BRITISH ROYAL COMMISSION.

George Martin Tait—The late Lord Shaftesbury often spoke of how in his early days the blind used to be shut up in cellars and places like that when it was thought that nothing could be done for them; that is now very much altered.

A considerable number of blind are to be found in the streets of London, begging. They fall back. Perhaps they started fairly well with some industrial work, or as musicians, but there is a very strong inducement to make a profit out of what they consider a piece of personal property, namely, the sympathy of the sighted for the blind man. It is a stock in trade to them, and very many are induced to make use of it.

They are the very poorest of the poor; blindness is very largely caused by vice and evil surroundings. Once you get the houses of the people improved, their condition improved, their education improved, and their surroundings improved, you will find that blindness will depart from our midst to a very great extent.

Rev. J. P. Faunthorpe—Music is generally thought to be that for which the blind has a more especial faculty, as it goes by touch. But to train blind boys or girls with a view to their getting their bread partly, or if you like

wholly, by teaching music, or by becoming professors of music, or even organists, is in its way a very great mistake, because you necessarily are keeping out more competent persons. I think all blind people should be taught music, as a civilizing element, but as a way of getting their bread, never.

Miss Lovell—A great many of the elder girls are physically strong. They like to do housework, and they do it very fairly and enjoy it. They begin by sweeping and scrubbing, washing all their own tea things and breakfast things, and so on, laying tables and clearing away, making beds, cleaning boots, and cleaning plate. At first they require much superintendence and assistance from sighted persons. We keep no nurse for the little ones. The elder girls do everything for them.

We have a great many brought to us at the age of eight who cannot hold a spoon and they would not know the top of a pinafore from the bottom of it. Some of them never come to anything, and it is just because they have been brought up as babies, nursed and fed and carried down stairs, and their clothes put on, and never told which was one thing and which was another.

One of our girls does her mother's housework, and she does knitting and chair caning, and entirely supports herself and partly supports her mother.

Miss Weaver—As a rule, blind children become good spellers, better, I think, than seeing children when they have been the same time at school.

Rev. B. G. Johns—A very large proportion of them earn by their trade a considerable sum towards their living. Basket making and mat making are the two trades in which they succeed best.

Fifteen out of sixteen of my pupils believe that they have a gift for music; ten out of sixteen believe that they have a heaven-born genius for music. I should say half of them could be taught music fairly well.

We try to prevent blind men marrying blind women, but it is exceedingly hard to check.

We have found it almost universally true that a boy who attempts to master two trades fails in one certainly, and possibly in both.

A few customers will buy from a blind man because he is blind, but a great many will not buy from him because he is blind; they think that it is an inferior basket that he makes.

Blind basket-makers in ordinary workshops with sighted people are looked upon disagreeably; the sighted people do not help them as they might, or as you would expect they would. They seem to think that it is a sort of interference with their chartered rights, and that the blind man ought to be somewhere by himself out of their way.

William Hibbert—I would have blind children taught a trade at the proper time, but not in childhood; certainly not till they are 14 or 15 years of age. Sighted children, whether boys or girls, are not apprenticed till they are 14 or 15. Sighted workmen work three or four times as fast as the blind; even in chair-caning a blind person would take from four to five hours for one chair which a sighted person could do in one hour, taking the day through. A blind person works much slower than a sighted person.

The majority of those I have met have become blind after they have arrived at the age of 40 years, when it is impossible for them to be taught trades to earn anything by; because if they learn a trade they never gain sufficient speed to do anything; the young ones are very slow who are taught from childhood, and the elder ones must necessarily be slower.

There is one advantage in chair caning, that it requires no tools and it takes no room.

Blind children, brought up by themselves, distort their features, they wriggle and twist and shake themselves about, and all manner of things.

The German system, under which the blind institutions look after their pupils as long as they require assistance, is an incentive to morality.

In some instances blind women have married, and they have always performed the household duties, even to washing and ironing, and mending and making.

William Tibbles (blind)—A knowledge of a trade, acquired as early as ten, makes a child more proficient than if learned later, provided the training is sufficiently prolonged.

R. B. Carter—Cases of blindness from birth are very rare. Blindness is not hereditary. The scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required.

J. L. Shadwell—Blind children do better in special schools than in ordinary schools. Whereas for an ordinary child a home is, generally speaking, better than a school, for a blind child a school is better than a home. If a blind child is at home, its parents and brothers and sisters are constantly liable to do too much for it, whereas at a school, where everybody cannot be waited upon, the blind children are forced to wait upon themselves, and that is a very good thing for them. The blind get too much in the habit of expecting things to be done for them, so that they do not learn to do things for themselves.

Alfred Midwinter—Basket makers labor under the disadvantage of imperfect teaching. They require long experience, though it is the best trade possible, perhaps, for a blind man to learn young, because he is able to begin and finish his work without any sighted assistance when he has learned the trade. That is not the case in any other trade that I know of which the blind are capable of working at, and in order to get the necessary skill to be able to work with sufficient dexterity and quickness to enable him to get a living, he requires a long practice because there is an infinite variety in basket-making.

J. J. Mills—Some blind people never will be able, however long they are taught, to earn sufficient to keep themselves. The more you throw blind people upon their own resources the better for them. A great many blind are spoiled from not being dealt with in that way. A boy ought to start his industrial training when he is about ten years old, after he has learned to read and write.

Miss Rye—We begin to teach the girls knitting directly they are able to hold knitting pins, but, of course, when children are so young, their education is the principal thing first. I believe in giving the blind a better education than some of them receive, and we go in for a thoroughly good English education. We allow them a month to learn how to dress themselves. I do not believe in mixing blind children with sighted children. They feel their affliction far more when they are with children who can see, and they are not nearly so happy as they are by themselves. I have often thought that it is a great pity that some employment for the blind cannot be introduced which is more lucrative. The handicrafts that they learn are so badly paid for. Knitting is very slow work, and it is impossible for a woman to support herself entirely by knitting stockings.

Miss Phœbe Hamilton—The great requirement in the case of young blind children is that bad physical habits should be corrected. I do not know of anything girls can be taught by which they can earn their own livelihood. They can earn just a little, but not much more than mere pocket money, by knitting.

Mr. W. C. Lester—I see no objection to the establishment of wholesale depots where materials could be kept and sold at cost price to the blind, and where the articles manufactured could be stored and distributed; the only thing is that the blind man must have his earnings supplemented.

Mr. Alfred Willis (blind)—In answer to the question, "Should some provision be made for the blind after they leave these institutions?": They would be very thankful that it should be done. Speaking not only from my own personal experience at the time I was at the St. John's Wood school, but from what many pupils from various schools have told me, the whole school experience is, as it were, overshadowed with a gloom as to the future, and the constant thought was, "What shall I do when the time has expired?" Nobody could get a livelihood at chair-caning. I only know one man who could do three chairs a day, at about 7d. a chair; the average is two. I know only one man who is making a living at basket-making. He partly supports himself by getting work from the tramway company. I do not know of any mat maker who is working; they cannot get anything for what they do. I know a man earning 6s. or 7s. a week at woodchopping, at home. I have fourteen persons who are getting their living in various ways, selling tea and other commodities.

Henry J. Wilson—The trust was founded by a bequest of the late Mr. Henry Gardner, who left £300,000 for the benefit of the blind in England and Wales. The money is to be divided into ninths; two-ninths have to be given in instruction to the blind in trades, handicrafts and professions, including the profession of music; two-ninths for instruction for the profession of music only; two-ninths for instruction in trades, handicrafts and professions other than the profession of music, and the remaining three-ninths are to be applied in providing pensions or grants, and generally in such other way as the committee may think best for the benefit of the blind. I think that the schools ought to keep touch with their old pupils who have learned a trade, at any rate for a certain number of years, and that a bonus should be given, if possible, by the schools to those who are starting on their own account and are really deserving and in need.

Henry Smith—The principal trade at the Kensington workshop is baskets. The stock has been accumulating very largely; it is difficult to compete with the East End people, and more particularly in the brush department. We sometimes give to one of our men, employed in the brush department, chair-caning for his wife to do at home. I think that fresh branches of trade should be opened out to the blind. I could guarantee that our blind people can manufacture baskets as well as any seeing person. There are more brush makers than basket makers, but the basket makers get more wages. Scrubbing brushes cost us to make, taking wages and material and one thing and another, about 7s. a dozen, and to get them sold we must sell them at 5s. a dozen, that is to say, if we compete with wholesale people. The workman has about 9d. profit for caning a common-size chair, and he would be able to do two a day.

Henry Wilkinson—I am a basket maker by trade; learned it at the Bristol Asylum. I have been making a very respectable living for the last 62 years, but I did not depend upon my trade. I married a wife who had a

mangle, and I earned more money by assisting my wife at the mangle than I did at my trade. Very few sighted basket makers would care to take a blind man into his workshop, because a blind man's work would not in general be so good as a sighted man's work. A blind man cannot make such a beautiful shaped basket as a sighted man. I never worked upon a mould myself, though I have heard talk of blind men working upon a mould, but I know so far as this, that if you had a mould to work upon it would incline the work to run to the left, to screw round to the left as you work to the right. I have cased a great many jars and bottles, and I found that it was like working on a mould to put basket work round a stone jar. In doing that, if a man is not very careful the work will run all round to the left.

Mathias Roth, M.D.—People say you can do nothing for congenital blindness, but we know that this congenital blindness is caused in many cases by the intermarriage of blind persons; a second cause of this congenital blindness is intermarriage between near relations. In all industrial work, if you are to do it properly, you must feel in your head what you do with your body; that is more important for a blind person than for a sighted person; therefore, I believe it is of the greatest importance to give the maximum of health, the maximum of power, and the maximum of strength to every blind child, in order to enable him to learn some industry. In Denmark, everyone that is blind is brought up to some industrial occupation. I have been at Copenhagen, Christiania, and Stockholm. The blind in those places are engaged in mat-making, rope-making, chair-making, basket-making and cabinet-making. I saw shoe-making only in Christiania. So far as I saw, they work in workshops, but in Denmark the director told me that many of those who have been taught some trade go home and their friends provide them with the necessary materials, and the work they do, if they cannot sell it in the country, is sent back to Copenhagen, where they have a central depot, in which such work is sold. They have done more there in the way of making the blind independent than they have anywhere else; they keep an eye upon them after they leave the institution, and then in the town wherever they are they invite a few people to look after them, and, as far as they can, help them. In some cases they earn all they want and do not want any extra support; in other cases they do not earn enough and their earnings have to be supplemented. I have not seen the German institutions at work; in France they are beginning now to have workshops.

Rev. Henry Bright—Of course, I fully believe in self-help and employment for the blind so far as that employment can be obtained. How we are to get over the difficulty, however, that a great number of the blind who leave our institutions have neither home nor capital I really do not know; I hope this is a point which the Royal Commission will tell us something about by-and-by; but I find a good number of persons who have been taught in institutions in more indigent circumstances, I rather think, than they were before those persons went to the institutions at all. I do not exactly mean that they have not learnt any trade sufficiently to be able to earn their livelihood by it, but a person is generally sent to an institution by the sympathy of a number of friends, and when that person is supposed to have learnt his trade, whether he has or has not, those friends naturally feel that they have done what they could. The consequence is that that blind person is minus some of the friendship and interest when he leaves the institution, because his friends believe that they have placed him, by their influence and sympathy, upon the basis of self-help, and so he comes out minus some of the friends that he might have had before he went in, and yet he has neither home in which nor capital with which to pursue his duties.

Robert Storey—A youth you can get on with very well, but when a man gets to 25 or 30 years of age he had better not touch basket-making at all,—it is a complete failure. That I have specimens of with me now at work. I have one young fellow, a clever lad, about 20 years old now; I have had him with me about three years, and he can make things almost as well as I can myself. Another man has been there five or six years, and he can scarcely do anything well, and he began as a man. Let them start work at about 14, that is plenty soon enough. I think that basket-making should take five years, but that depends a great deal upon the men that they have to put them forward. It wants a thoroughly experienced man to teach the blind, and the man must have wonderful patience. You may bestow all the pains you can on one man and you cannot put it into his head, and cannot teach him; he cannot remember it.

Isaac Thomas Price—I was at St. John's Wood for about 10 or 11 years; during that time I studied music as a profession; I was not taught any other trade. It was the custom after the boys were about 14 or 15 years of age to let them go into the workshop for two or three hours a day to learn a trade, letting them spend the other two or three hours a day in the school-room. Now a sighted boy is expected to devote several years to learning a particular trade, and he is supposed to be at it all day long, and I think that a blind child should certainly devote quite as much time, and perhaps a little more time, to the acquisition of a trade. I think it is obvious that they could not have been thoroughly well taught under that system. I have known one or two of those who left the school at the same time as myself who have earned an indifferent livelihood, and in several instances those who had learnt tuning at the St. John's Wood school were afterwards sent to factories and of course have been able to earn a good living in consequence. There is a great deal of prejudice on the part of the public which induces them to refuse blind persons leave to compete for the position of organist. I think that if blind children were allowed to mix more freely with their seeing companions as they grow up that prejudice would be partly removed. Those who promote the institutions might do a great deal more towards obtaining employment for those who have left the institutions. In many branches of industry many blind people, after having worked very hard all the week, are only able to earn a certain amount. We think that in such cases their earnings should certainly be supplemented. One of the causes of failure hitherto attending the efforts made to ameliorate the general condition of the blind has been the fact that the blind have not themselves been sufficiently consulted as to what is best for them. As far as my experience goes, tuning has proved to be the most remunerative occupation.

John Stainer, Mus. Doc.—I see no reason why a blind man or woman should not be able to gain a livelihood from vocal or instrumental performance, provided, of course, that he or she is possessed of a very high order of talent. As teachers the blind are under special disadvantages; it is a serious thing for a teacher not to be able to see the position of a child's hand when it is having a lesson on the pianoforte. In the keen competition amongst qualified seeing musicians, I think blind musicians stand but a poor chance of earning their bread. Their best chance would be as teachers of solo singing, their quick ear would be of great value in teaching voice production. An enormous number of musicians get their living by playing in the orchestras at theatres, but very few conductors would like to go to the extra trouble that a blind member of their orchestra would put them to. There are two occupations in connection with music for which the blind are well adapted, *viz.*, pianoforte tuning and pianoforte making. I see nothing to prevent

the blind following these occupations. I do not see why blind persons should not become excellent tuners, and I do not see why they should not take part in putting pianofortes together. I do not think a blind person could very well undertake organ tuning; he would be heavily handicapped in comparison with a seeing person; he would be likely to break his neck in going up and down ladders; one has to be half a monkey to look after an organ even under the most advantageous circumstances. I should say that the tuning work for which the blind are best adapted is that which is done in the pianoforte manufactories; in all the large manufactories they have tuners constantly at work getting pianos into tune that are intended for the show-rooms or that are going out on loan. A blind person could very well do the tuning at the manufactories, because if anything required to be mended it would be taken to another workman in the manufactory to be repaired; but in the country the tuner has to mend broken pedals and mend broken hammers, and put fresh leather on the hammers where necessary. I daresay he could do it, but he would not be able to do it so easily as a seeing person. Mending a smashed hammer involves going about the house and getting a glue-pot.

Sir George A. Macfarren, Mus. Doc. (blind)—With regard to the matter of memory, and with regard to the matter of ear, I have often heard it said that persons in losing one sense quickened the others. I disbelieve that wholly. Any faculty that is greatly exercised of course is strengthened, whether it is the sense of taste, or the sense of sight, or the sense of smell; a person who makes it the business of his life to exercise that faculty acquires a sensibility that ordinary persons do not possess, but it is not through losing his sight that a man is able to hear or able to remember any better than others, but from the habit of trying to remember or listening carefully. I think it is a mistake to appropriate so very much of the lifetime of blind persons to working at industrial occupations, which tends to stiffen their faculties, physical and mental. I believe that a very large majority of blind persons are capable of mental exercise, and if they have the opportunity of good training they may do highly respectable intellectual work; and I have been sorry to find in the blind institutions I have visited that the average work is in mat-making and brush-making and such matters, and that the persons who work at those occupations are stolid, hard in their manner, and dull in their apprehension, whereas those who are taught music generally have far finer intelligence than their companions. On that account I believe that they might in the musical profession hold a very fair status, that is to say, if they all had the opportunity of developing what gifts they have received from nature. In an institution for the blind every pupil might be made to pass through some kind of probation to show his musical capabilities, and only those should be relegated to manual labor who proved decidedly dull of intellect, and I believe they would be very few in proportion. I think the study of music not only improves the ear but improves the general intelligence; and it would be a means of happiness to them and enable them to give pleasure to others. I am quite sure that some blind persons have made very good choir masters and church organists. I have reason to know that blind persons can carry on the occupations of tuning pianofortes and voicing harmoniums with complete success.

James Hampton, founder of a home for the blind in Webber Row, Southwark—So many poor, blind persons came to me asking if I could furnish them with a bed or give them enough money for a night's lodging, that I thought of starting this home. Numbers of the blind have no home and no friends. The blind school and the workshops are capital things for the

blind, in their way, but when blind people come out of those institutions they have to return to their families, who are poor, and what they have learnt in the institutions is to a great extent thrown away; they have no opportunity to extend the knowledge they have acquired in those institutions or to work at a trade that they may have been taught in them, and when they come out they find that they are a burden to their relatives, who turn them out on the streets. A young man, who was a splendid performer on the piano and the organ, could not get any pupils to enable him to earn his livelihood, and so he used to go into the park and lie there. His mother said if he did not work he should have no food, so I had him three years in the home. I could not get him any employment. Afterwards, as soon as his parents found that he could earn a good bit of money by playing the piano, they took him out of the home, and now he is at Brighton. He gets a guinea a night for playing at concerts. As regards mat-making, the blind cannot compete with the sighted, and the sighted cannot compete with the convict labor, because mats, the product of convict labor, are sold so very cheap. The basket trade is very much prejudiced by the importation of German baskets. You can buy a most beautiful basket in Tavistock street for a mere nothing, a basket which a blind man could not possibly make. I would suggest that the country should establish a home for the indigent blind, into which blind persons when they came out of these institutions could be taken, and where the knowledge which they had gained in those institutions could be extended and developed, instead of their going into the workhouse or going upon the streets. Blind people have a great dread of the workhouse, and their repugnance to the workhouse is quite justifiable, considering how they are treated there. I think their blindness is a sad affliction in itself without their being mixed with all classes. When they go into the workhouse they become mutes, because they are put in the company of men who have not the feeling for the blind that they ought to have, and by aggravating them and one thing and the other they become completely mutes. They keep themselves to themselves and become complete imbeciles. I do not mean by that that they become really speechless; they become stupid, by keeping silent; they become imbeciles. The best trade a blind person can learn is basket-making, because he can finish the job himself.

James A. Campbell—There is a strong prejudice against the employment of blind organists. There always must be a residuum of blind persons who are unable to support themselves, who must depend on charity. As a rule those who have completed their education at Norwood College are able to gain their livelihood without any assistance. We have them so superintended that we endeavor to prevent their wasting time in any way; but we believe that the subsidies are necessary, on account of the men's inability to earn as much as is required for their support.

A. W. G. Ranger, M.A., D.C.L. (blind)—I am practising as solicitor in London, with a staff of ten clerks. Lost my sight when I was 14 years of age. Do not know anyone who has gone through the same career as myself in my profession. Think the education of the blind should be in the direction of the liberal professions. I would give a blind man or a blind girl as thorough an education as is possible, and then the blind person will himself or herself decide what line of life they will take up afterwards. A good education is of the same value to a blind man or girl as it is to a sighted one. When you are a little educated your ambition is aroused and you are capable of doing what you were not able to do before. I do not think that a blind man or girl should be directed in the first three parts of his or her

education towards any particular thing. It is not so with sighted people, and I do not think it ought to be so with blind people. Blindness is altogether a much more severe visitation for a girl than it is for a man, and therefore the better her mind can be trained and stored the greater is the alleviation to her. I would rather see more money spent in the effort to train and educate girls thoroughly well than to educate and train men. I do not think the onus, so to speak, is on the advocate of advanced education for a blind girl to point out how she is thereby going to earn her living, as if in default of his being able to do so the conclusion were to be drawn that she will not be able to earn her living as the result of an advanced education. I think that a thoroughly educated blind girl herself would find out ways and means of getting her living. I think the mistake on the musical point is the too ready assumption that every blind man must of necessity be a musician, and that if he is not one he can be made one.

F. J. Campbell—The blind as a class have less vitality than the seeing. Therefore every arrangement which we make is based upon the fact that we believe there is a necessity not only for gymnastic training, but for developing the activity of the blind children; and we have lawns for them to play on, and games such as puss-in-the-corner, blind-man's-buff, and so on. I try to make those games a part of their education, and wherever I am I try to learn new games which I can teach to my blind children. Our first step is the healthy development of their bodies. One of the most difficult things is to overcome the awkward habits of the blind. Many of them learn almost from infancy a certain motion of the head or a habit of putting their fingers in their eyes. This requires almost constant attention. I do not say that there is not difficulty in getting employment. I do say that where a young lady or young gentleman has been refined and gentle in manner, where their appearance is as it should be, and is not objectionable, where they are pleasant and intelligent, and can converse agreeably, and are thoroughly prepared, I have never in a single instance failed to get employment for them. It is always a principle with me, when I take a holiday, whatever village I go into, to find out whether there is any possible chance of my placing there an organist or a pianoforte tuner or whatever it may be. I never wake up or go to sleep without having in my mind where I can find employment for my blind boys and girls. In some of the blind schools, where they have both workmen and children, and where the children are allowed to intermingle with the workmen, the children are often taught bad habits by the blind workmen; I know this to be so in a number of cases. I think if the Commission could make any recommendation to cause the separation of the work department and the educational department, we should do a great service to the young blind. Our playground has been planned so that there is a separate part for pupils of different ages. To make a good pianoforte tuner you must do very much more than teaching him simply to manage his tuning hammer. We specially make our pupils in the technical school, that is the pianoforte tuners, give great attention to singing, and singing in the best way. I mean we teach them to discriminate between good and bad tones. Music without a very excellent training as a foundation, I mean general education and physical training, is almost worthless to the blind. Many schools have given too much time to the music without the general culture which is necessary to make music a success. Exercise with Indian clubs is one of the very best exercises for pianoforte players. Some of the blind must always depend upon handicrafts; handicrafts must always occupy an important place in the treatment of the blind, not only with the adult blind, there are certain young blind who will grow up and

never be fit to cope with other things; and they should have mechanical training for their employment afterwards. I think if the young blind are well trained the large majority of them can do better than working at handicrafts. I think it is of more importance to the blind than it is to the seeing to read out their exercises in school, for this reason, the sighted child in going along the street in every sign that it sees is learning how to spell; a blind child has great difficulty in learning to spell, and if it uses writing a very great deal that to a certain extent makes up for its deficiency. As a rule, our people find employment. We never lose our interest in any blind person that comes under our administration. If you would make the blind self-sustaining, you must lift them into a different atmosphere altogether. It is fatal to the blind if you educate them with the idea that they are a poor indigent class. The whole tone and feeling on the subject must change; and if you do not give them sufficient education and intelligence to bring them into relation with ordinary society your education of them is worthless, and then they must go back to handicrafts only. I have one young man in Belfast who has gone into the coal business; he is doing an excellent business. Two of our young men have a shop for selling pianos that they pay £330 a year for in Glasgow. We have several men in London who make a great deal of money by selling pianos, but what they do is to get the commission. One of our old pupils is farming. We have one remarkable instance of a sugar refiner who is managing a large business in Whitechapel. A number of my old pupils in America have gone into the book business.

T. R. Armitage, M.D.—For a couple of years I spent several hours every day in visiting the blind of London at their own homes. I then found out that the blind, whether trained in institutions or untrained, had scarcely anything to do, that they were to a very great extent idle mendicants, that in fact they were not earning their own living. On inquiry we found that a very small proportion of the former pupils in institutions of the United Kingdom who had been trained in music were able to succeed as musicians. I went over to Paris and investigated the question very carefully there, and I came to the conclusion that the education of the blind as musicians in Paris was infinitely superior to anything that we had in England. That conviction resulted in the foundation of the Normal College. The main object of the college is to train musicians to make the blind self-supporting in the profession of music, but it is impossible to do that without giving them also a thoroughly good general education. It is necessary to train a great many of the blind in manual trades, or in professions not musical. If we trained all the blind as musicians, we should overstock the profession, and there would be no work for them to do. It would be better for us to lay down in general terms that the education of the blind ought to begin with the Kindergarten with object lessons, and should go on with reading, writing, arithmetic and geography, according to the best methods, and that the blind children should receive the same kind of good elementary education that seeing children receive. The success in life of the pupil depends on a great many circumstances that cannot be tested by examination. One very essential point is the moral condition of the pupils, which is brought about by the moral discipline of the school. Then the physical training of the pupils is a most important factor in the question whether they become self-supporting in after life. If the blind are turned out weakly they cannot succeed. We may say what we like, but the struggle in competition with the seeing is so keen in every branch that a blind man can take up, that unless he is fully equipped for the struggle he cannot succeed. The system which in Germany (Saxony only) goes by the name of "fuersorge" was introduced in Dresden about fifty years ago;

it has been slowly developed, and it consists mainly in the institution keeping touch with all its former pupils. A register is kept, there being a pigeon-hole for each pupil, and the papers relating to that pupil from the time of his first entering the school up to his death are kept all together, so that whenever any question arises about a particular pupil the director simply has to refer to his dossier and finds everything recorded about him, the grants he has received, his conduct in the school, and everything else that can be possibly wanted to form a judgment. Then these former pupils are looked after by a society, of which the director of the institution is always the president, which administers a fund for former pupils. The fund for former pupils has been gradually accumulating for the last fifty years by subscriptions, and by the sale of the work of the pupils while in the institution, that is their subscription to the fund, and it now amounts to about £1,500 a year. Ex-pupils are furnished with outfits and established in business. Then the director before establishing the pupil looks out for some respectable and influential man in the village who will become a sort of god-father to the blind man to look after him, give him advice whenever he requires it, help him to get orders, and keep the institution informed as to his circumstances, and as to his conduct. The pupil is also expected to write to the institution at stated times—several times during the year—saying how he is getting on and giving full particulars about himself. Then as long as the pupils conduct themselves properly, and do not receive parish assistance, or do not beg in the streets, or do anything else that is disreputable, they are sure to be assisted from the fund to whatever extent is absolutely necessary. The difficulty of making the blind self-supporting is so infinitely greater than in the case of the seeing that you ought to offer special advantages in the case of the blind. As a general rule, the old and infirm are much better looked after by being allowed to live at home, receiving a pension, than by being congregated in an asylum. The difficulties with regard to the deaf and dumb are entirely different from those that we have to contend with with regard to the blind. I understand from the evidence which we have had before us from gentlemen who have a knowledge of the subject that there is not at all the same difficulty in finding work for the deaf and dumb after leaving institutions, provided they have been properly trained, that there is in finding work for the blind; with the blind the great difficulty begins after they have left the school and are launched upon the world; with the deaf and dumb the great difficulty is the training in the institution; therefore I think the two classes stand on a different footing in that respect. Norwood is not a school for teaching basket-making and mat-making. The blind tuners, in order to be successful, must as a rule be better workmen with a better knowledge of music than their seeing competitors.

W. H. Cummings—The blind should begin to learn to sing young; as soon as possible; just as soon as they begin to learn to read. Not only their character, but also their very faces, improve under the training. The prejudice against the blind was very strong a few years ago, and advertisements used to be inserted in the musical papers when an organist was required: "No blind men need apply."

Anthony Buckle—I strongly urge, where it is possible and where there is any likelihood at all of success, letting the pupils leave the institution and go to their own homes and work there, in preference to congregating them together in large institutions; but at the same time I am strongly of opinion that there are a large number of blind who come from small villages who are dull fingered, and perhaps somewhat dull in intellect, for whom you must and ought to provide large workshops. I think that is one of the needs



of the present day, a larger number of large workshops in towns. We have some basket makers who can earn £1 a week; we have some inferior ones who will earn perhaps 10s. We find the dull fingered boys, and boys of dull intellect, never succeed with baskets; we are obliged to put them to brush-making. Baskets cannot be made by machinery; they are making brushes now by machinery, I am sorry to say. Not more than 25 per cent. of the pupils are suited to learn music. The other 75 per cent. are more or less suited to learn handicrafts. But I ought to say with regard to the latter, you have always a certain number that from weak physical health or from weak intellect will never be able to earn the whole of their livelihood.

H. L. Hall—Within the last two years they have concluded to take only young people at the Philadelphia Institution for the Blind; there are still some adults at the Institution, but they are gradually shutting their doors to them. In Pennsylvania the schools have taught brush-making up to last year, but they have abandoned it as worthless; they taught mat-making for many years, perhaps forty years, and they abandoned that as worthless. They now teach broom-making, carpet-weaving, cane-seating, and mattress-making. These are the trades which they teach the boys. The girls are taught bead-work, knitting, crocheting, and hand and machine sewing. I should prefer not to teach brush-making, because it does not pay at all. I never put forward the work produced by the blind as being blind work at all. I sell it upon its own merits. In my opinion a blind industrial institution can never be self-sustaining on general principles, because we have to compete not only with skilled sighted labor, but with all sorts of steam machinery. I believe that a very large proportion of blind people, if they earn their living at all, must do it by some handicraft. I have never had any success with any blind person that I found begging; they seem to prefer begging; they seem to have lost their manhood. I cannot get anything out of them, I cannot make them work. I have very frequently had to dismiss men for bad conduct or hopeless indolence or idleness. Two mattress-makers will do all the custom work that I can get in our big city, and will not be employed all the time. I asked the New York Institution why they recommended that the blind should be employed in cane-seating, knowing as I did that it was not profitable, and the answer I received was that they recommended it as a means of education. I know that in the largest concern in Baltimore their trade has been solicited this year at 3 cents per chair; that is to say, an ordinary dining-room chair, and I have never yet known a blind man that could cane over three a day, and that would be 9 cents of our money. I am speaking of new work. In my judgment, there should be two institutions, one purely educational, which should take blind children under a certain age, the other purely industrial, which should take all others of suitable age. One man may be able to earn his living at 60, while another may be entirely used up at 40. If a man does not succeed in handicraft after he has left the institution, it is not so much the fault of the institution. It would be utterly impossible for any man, blind or sighted, to set up and carry on successfully, and without money, without friends and without credit, a broom business or any other business against a large establishment like mine, or against the other large concerns in Philadelphia. The want of success is not due to the institution.

James McCormick—The blind cannot get a living at music. I may say that the blind do not like to work with seeing people in workshops; they prefer working by themselves. The blind cannot compete with the seeing world. A great many basket-makers will not employ them, and under the trades union laws seeing workmen will not work in the shops with them.

then if they get work they cannot do it at home. In my experience it is better not to put a child to industrial training too early, but to treat a child as a child as long as he is a child, and then when he becomes a man put him to work; they make better scholars by not being put to work too early, and the better scholars they are the better men they are in the workshop.

THE EDINBURGH CONFERENCE, 1905.

It may be objected that the evidence above quoted was taken nearly a score of years ago, and that conditions have so changed in the interval that the facts and statements are no longer applicable. There was an International Conference on the Blind held at Edinburgh last year (1905), attended by delegates from the United Kingdom, the United States, Europe, Australia, and South Africa. From the minutes of that Conference I have taken the following extracts:—

Colin Macdonald, Manager Institution for the Blind, Dundee—The problem of the employment of the blind is admittedly difficult—employment which will at once be a satisfactory solace and mitigant of the unfortunate position of the class, and provide work and earnings sufficient to maintain them in a degree of comfort and independence. . . . The employment problem still remains. To its solution the most intelligent, and practical experts have brought their knowledge and experience, but as yet no solvent has been found. It is claimed by some that the solution lies along the line of education and training. Certainly when blind persons have had the **advantages** of a thoroughly sound education in any of our highly equipped educational institutions, and an industrial training suited to their individual capacity, the highest results may be obtained, but all education and training which does not put its subjects in a position in which these will find their fullest development in useful employment, fitted to procure the means of sustenance, must be regarded as to a great extent not fulfilling its primary purpose. . . . It has been amply demonstrated that, unless in exceptional cases, if the trade rates only are paid to blind workers for their products, absolute starvation would often result. I think our blind wage-earners, who are fighting life's battle so heavily handicapped, deserve State recognition and assistance. . . . It is well known that the earnings of the blind, reckoned on the scale by which the ordinary artizan is paid, rarely yield a living wage; indeed, his unaided product has often to be sold at a loss. It is reckoned that in many cases 25 to 50 per cent. in excess of trade rates has to be paid to enable the workers to frank their weekly maintenance bill—hence the necessity for a special fund to regularly supply the needful assistance. The difficulty of finding new departments is accentuated by the fact that departments which were at one time regarded as pre-eminently fitted for the blind have now, through the changed conditions of labor, the widespread use of machinery, and other causes, become merely a means for filling up time, leaving the question of profit and even cost price out of the question. Added to this, there is the foreign competition, in brushes and baskets particularly, which has threatened the extinction of our home trade in those classes of baskets which the blind are found to do best and at which they can earn the highest wages. By way of remedying the adverse influence of the introduction of machinery and foreign competition in employments suitable for the blind, it is generally admitted that sighted labor should be more largely utilized. By this means more advanced work could be undertaken, the blind operatives being employed on that part of the work they can most quickly make and yield them the best return, whilst the whole would be finished by a

sighted artizan. What applies to the more advanced basket work is equally applicable to furniture stuffing and upholstering generally.

The primary education of the blind should include play. A large proportion of the ailments of blind children arise from want of active exercise, and well-directed play can do a great deal to alter this. Outdoor games are, of course, preferable, but not always possible. To provide for these it is essential that the grounds and playgrounds set apart for the children should be large and open. Large open playsheds should be provided for use in wet weather. An essential to the success of games (outdoor and indoor) is that the teachers interest themselves in their pupils' play, and closely supervise it. Mr. Illingworth writes: "There is nothing to my mind so beneficial or so much enjoyed by children and adults as a running path. Blind children absolutely lose the slouching gait and hesitation in stepping out after a few weeks' practice on the running path, properly constructed. There is competition here, and that is what is needed in blind recreation to make it attractive and interesting."

It must suffice here for me to say that the institution's work is not half done when a pupil leaves its doors at the completion of his training. Whether this matter be referred to as the Saxon system, After-Care, the Care System, or any other title, the principle involved is precisely the same.

Mr. W. H. Illingsworth, Manchester—I feel I cannot press too strongly the necessity for separating the young children from the older children and adults. I would like further to mention the very great value I found in bead work. Anyone who tries it will find that adults as well as children will learn the Braille very much more quickly if at the same time they take up the bead work and make up little objects in bead and wire.

Dr. F. J. Campbell, London—All my sighted teachers can teach Braille. When I get applications from teachers, and they say that they can teach the blind, I answer that I want a teacher who has natural aptitude and enthusiasm for teaching, and in a short time the information required for the special methods used in schools for the blind can be given to them. The children can be trained to become neat, active, and self-dependent. Many children when they enter school cannot dress or feed themselves. Great attention should be paid to the games and sports of the children. We take the children on a great many expeditions to the woods and fields, where they can gather wild flowers. They not only enjoy these expeditions, but gain much useful information.

Mr. A. B. Norwood, York—It would be well if institutions for the blind would take steps to interest the teachers and students of the training colleges and teaching centres in our cities and towns in the methods and appliances used in teaching the blind. The benefit would be two-fold. It might happen that some students would become so interested in the work as to determine to find their vocation in the education of the blind, and so lessen the difficulty which now exists in finding teachers for some schools; and, secondly, in the course of a short time teachers in ordinary schools would be able to deal more intelligently with the cases of defective sight which come so frequently under their notice.

Henry Stainsby, Birmingham—The higher education of the blind should be interpreted to include instruction in any profession, trade or handicraft, which may ultimately be used by the blind as a means of livelihood.

The higher education of the blind is not (except in a few instances) synonymous with the higher education of the seeing. Take an illustration: a young man, but for his blindness, has in him the making of a thoroughly

able draughtsman and mechanical engineer; on account of his lack of sight he has to fall back on some handicraft—say, basket-making. The higher education of this person, which should have taken the form of instruction in draughtsmanship and engineering, must now take the lower form of tuition in basket-making, but should be still classed as higher education. I am fully aware that there are some blind persons who can benefit by higher education strictly so-called, and become solicitors, ministers of religion, teachers, etc., but these compared with the vast majority of the blind only make them rare exceptions.

Mr. Tate—The subjects taught should include mathematics, literature, history, psychology, and such studies as tend to promote a well-balanced judgment and an energetic and powerful will. Those persons who are intended for any special career, as music, should also receive such a course of training and general culture as shall not only render their society agreeable and attractive, but enable them to fulfil their particular vocations with greater ease, acceptance and efficiency.

Music should be taught to all the blind who have taste, intelligence and a desire to learn. It is a matter of no little surprise to me that the violin, flute, 'cello, and other portable instruments are not regularly taught in all blind institutions. Even though such instruments might not be the direct means of bringing in a living to those who learn to play them moderately well, they would certainly be the means of employing delightfully and profitably many an otherwise dull and dreary hour, and also of giving pleasure to others.

I know full well the stock of old wifish arguments regularly trotted out by numerous grandmotherly good people of both sexes, on institution boards and off. They say "a little knowledge is a dangerous thing, and to teach a blind boy the cornet or the violin is tantamount to setting him up as a street and public house entertainer, therefore do not put such a dangerous instrument into his hands." Oh, those unco guid folk. To be strictly logical—which, by the way, such folk seldom are—they should not teach a blind boy to read Moon or Braille, lest by any chance he might make this knowledge of the raised characters a medium for bringing in the coppers from passers-by at the street corners.

We teach our sighted boys and girls to play all kinds of instruments purely for the sake of pleasure, not profit—that is to say, pecuniary profit. Why should we deny to our blind what we willingly give to those who have already so many pleasures?

In the higher education of the blind, let the trade or profession in view be what it may, strict business habits should be most carefully inculcated and enforced, and these, in addition to a good technical training, coupled with a knowledge of social requirements and usages, a smart and tidy appearance, and polite bearing, will enable an intelligent blind man or woman to go out into the world with confidence.

Mrs. MacNicol, London—I feel it a great honor and pleasure to have been appointed by the Committee of the Institute for Massage by the Blind to speak at an International Conference on the subject. The first great essential in any work to ensure lasting success is to do it well. This is now proved beyond all doubt as regards the blind in the work of massage. They do it well. As there is an ever-increasing demand for what is well done in every profession, it must clearly be to the public advantage to employ the blind as masseurs and masseuses. Our operators are carefully selected as to

health and fitness. They are taught in the same classes with the sighted. They hold the highest certificate of efficiency in massage that can be obtained in London before we ask the public to employ them. They have also, in a very marked degree, the natural qualifications for this work—delicacy of touch, power of thought concentration, magnetic influence, and, best of all, gentle sympathy, and the desire to do their best. Our society is only a few years old, and we have now 21 masseuses and 15 masseurs on our list, taken from various positions in life. Some are engaged in hydropathic establishments and some in private practice, and I have heard nothing but the greatest satisfaction expressed by those who employ them. While to us the thought is comparatively new, Japan has assigned this work of massage to the blind from time immemorial. But what concerns us most is, naturally, those who are nearest us. The blind, however painstaking and efficient they may be, cannot make a market for themselves, nor press their needs, and we who are interested in them know that machinery and other causes have closed many occupations against them in recent years. Christianity from the beginning has taught us to give the blind a foremost place as those we ought to help. They have very independent spirits and great courage, and we owe much to their example in this. The work of massage is a step towards independence. It is remunerative, and gives the operators variety of thought and bodily exercise. Let us help the blind to do a fair share of it, since, as I said before, they do it well.

Rev. Philip Bainbridge, London—One of our best industries used to be heavy baskets for house-builders and for sanitary purposes. Now, in London, the use of those baskets has gone off almost completely, as the sanitary authorities insist on galvanized iron. Another point is fresh employment for the blind. A shop assistant in Harrod's Stores fell blind. The manager found him a place as weigher of dried goods—sugar and rice—which he put in bags. He has held that place for two and a half years, and the manager tells me that they will be glad to answer any questions regarding him. Can more openings of this sort be found for blind people? No doubt it saves expense in cost of management to have large institutions, but I do hope that the idea of preserving the home life will always be kept in mind. With every institution there should be a certain amount of possibility that the blind may be able to live outside in their own homes, and not necessarily in institutions.

Mr. T. Taylor, Liverpool—I think, in regard to this question of work, that blind boys and girls, when admitted to a school for the blind, ought to be trained like sighted boys and girls, and go to work at least half time when they are fourteen years of age. The blind ought to be taught the work most suitable for the district they intend to reside in when they leave school. Instrumental music ought to be taught, but only to a few. I am pleased to say that I heard a short time ago from one of our former pupils that he was earning £150 a year as a teacher of music. Piano-tuning and repairing should also be taught; some of our old pupils are doing well in this branch. Some are taught basket-making and mat-making, but to my mind shoe-making is the best trade, and one of the most profitable to teach, and I am glad to say that it has been adopted at this school, and the results have far exceeded the expectations of the committee. This industry may be carried on in the workers' own homes with advantage. Our object ought to be to make business men of our pupils. I have one or two former pupils in the oil business, one of whom is doing very well, and has been able to purchase the house he resides in and the one next door. I would suggest that young

men who have not the ability to be taught a trade should, in towns, follow the shoe-blackening trade, which would be suitable and profitable. With regard to female labor, I think that Mr. Pine and Mr. Stainsby are setting us a very good example in the way of typewriting, basket-making, massage and weaving. I have introduced flower-making, for those who formerly had sight, with success, and, so far, it has proved to be a pleasant and useful occupation for young women.

Rev. H. T. G. Kingdon, Bristol—I think we want more trades for the women, who seem to have been to a large extent neglected until the last few years. They cannot earn very large wages at any of the trades we are teaching them at present. The stocking machine has been introduced with good results. We assist our girls as far as we can, and are aiming to make it possible for them to earn 6s. to 8s. a week, which is, I suppose, equal to what is earned by many sighted workers.

Mr. W. H. Dixon, Oxford—We have so often heard that a blind man cannot do this or that as well as a sighted man, that it is quite a relief to find something that the average blind man can do better than the average sighted man—and that something is piano-tuning. The average sighted piano tuner gets a very second-rate training. He goes into a small music shop and picks up a few tricks of the trade. You go to the shop and ask to have your piano tuned. By a remarkable stroke of business, you will find your piano tuned in half an hour. Now, no piano can be tuned in half an hour. The average blind tuner knows that, and he takes more than half an hour. I therefore make it my business to tell every one of my sighted friends that if they employ a blind tuner who has a certificate from a good place they will do better than if they employ an average sighted man. Again, it is not merely prejudice that blind men have to face, but the anxiety to make as much money out of that prejudice as possible.

Dr. Campbell, London—I hope that Mr. Macdonald will move a resolution to the effect that no blind tuners shall be sent out until they have passed a thorough examination and obtained a certificate. Tuning is one of the best employments for the blind, but if we send out tuners that are not thoroughly trained they will soon spoil the work for those who are capable. Mr. George Rose, our examiner, says that increased skill and competency are demanded from the sighted tuners, and that we must bring the work of the blind up to the same standard if we expect them to obtain employment. A superficial knowledge of tuning may be readily acquired by the blind, but a long course of careful training is essential to success. If a sighted man does a piece of work badly, it does not prevent another seeing man from getting employment. But if a blind man attempts to tune or repair a piano and fails, it is impossible for another blind man to get work in that vicinity.

Mr. J. E. Gregory, London—We know that there are numbers of blind persons who have been trained, and have become expert in various branches of industry, but, in spite of their training, they cannot find employment, for the simple reason that the institutions which are in existence at present are not sufficient to offer employment for all. That is very largely the reason why we see so many blind people exhibiting their infirmities in the streets, playing musical instruments and doing other things. I do not agree with the gentleman who spoke yesterday, and assumed that those who played musical instruments on the streets were those who had been trained for the musical profession. As a matter of fact, I know several cases of men who have been trained as basket-makers and as brush-makers who are playing musical instruments on the streets and in public houses, for the simple reason that

they cannot get basket or brush work. How is this difficulty to be met? There are many new industries that could be opened up to the blind. The only way to find new industries is by making experiments. Experiments are expensive, and they should be carried out and paid for from funds provided by the Government.

Mr. Alric Lundberg, Stockholm—It is generally acknowledged that our chief object when trying to ameliorate the condition of the blind is to widen, as far as possible, the spheres of their activity. Every new trade, every new profession, added to those we have in existence, is a victory won in the cause of the blind, tending to encourage further efforts in the same direction. It is on that ground that I beg to draw your attention to a new trade, namely, the trade of cigar making by the blind, which has been carried on in Holland with success for some time. Let me give you the chief features, according to the statements made by the president of the Dutch Training Association in the Hague: (1) This work is generally remunerative; (2) it can easily be done by sightless persons; (3) it is suitable both to men and women; (4) it may be carried on at home as well as in special premises; (5) it is necessary that one, and only one, sighted person should be engaged at the work-place to examine and classify the tobacco used for the cigars; (6) it is well to choose young blind men or women for experiments in cigar-making as a trade for the blind, as this handicraft demands a swift hand and a delicate touch; (7) the teacher chosen for the purpose might be chosen from the ordinary workmen at the cigar factory; he should, of course, be skilful in his work, and take an interest in his task as a teacher; (8) in Holland the teacher's salary amounts to 8 francs a week; (9) it has been found that one year is sufficient for a blind person to become a clever cigarmaker if he devotes two or three hours daily to the work. For my own part, I am certain that this trade will in time turn out to be a good and remunerative employment within reach of the blind.

Mr. A. Siddall, Rochdale—I believe there are more trades to be found for the blind, and it is our duty to seek them. It was such thoughts that caused me to take up the boot and shoe work. Some time ago, through the assistance of the Gardner Trust and the society I represent, I was enabled to go to Denmark to bring over the boot and shoe work to this country. I believe that if this trade is given a fair trial it will prove most successful for the blind. Its everyday demand is one of the great points in its favor, and it is quite possible for most blind people to do it with the assistance of the special tools, of which I have now copies. After four months I returned, making my own boots, though my teacher and I were ignorant of each other's language. Now, I do not suggest that the blind should take up this trade as shoemakers; I only suggest that repairs should be done by blind people; but in order that the work should be efficiently carried out I should suggest that every blind man, before being allowed to repair, should be compelled to make a pair of boots. By doing so, I find that my people are made sure of producing good work. I have two men who are now repairing for the public. I find that they are making quite a respectable wage out of it. I have one fellow who is repairing three or four pairs in a day. I think this trade is worth trying, and I only hope that those who take it up will give it a fair trial, or leave it alone. If a man is fully occupied, I think that he will make three shillings or four shillings a day of clear profit.

Mr. Ben. Purse, Manchester—In the vast proportion of cases you will find that the wages received by blind workers in this country are miserably insufficient to properly sustain the lives of those who are so working. I

do not attribute this to the negligence or the indifference of the managers of institutions or those connected with institutions. If you want evidences of the lack of employment you have only to study closely the census returns. The city of Manchester has a blind population of 472. Taking those employed in our local institution and those in various occupations outside that particular institution, we have not more than 90 who are employed, while in our local union we have more than 90 blind persons. We have 62 of our people forced on to the streets to gain a livelihood as street musicians, hawkers, etc. This is a pitiable state of affairs, and it is high time for the municipalities or the State to come to the aid of philanthropy.

Mr. J. C. Warren, Nottingham—We are all agreed with what has been said as to the necessity for new trades for the blind, and particularly for blind women. I was very glad to hear about cigarmaking, but the difficulty seems to be that we cannot carry on a trade of that kind in our institutions for a long time to come. We shall have to induce cigarmakers in our towns to take blind women into their works. As another means of giving employment to blind women, we have introduced Swedish hand-loom weaving into our Nottingham institution, and so far with satisfactory results. I hope that we shall soon see Harris tweeds made by the blind on these looms, and, if this can be effected, there ought to be a regular market for them. Some years ago we at Nottingham gave up the children's part of our institution altogether, and devoted ourselves entirely to technical education. When our pupils have become competent, we either employ them in our own workshops or send them to their homes, and look after them under the Saxon system.

Lieutenant-Colonel Selfe, London—Speaking at the annual meeting of our society, Mr. Gladstone said: "Employment to the blind is the condition of mental serenity, of resignation, and of contentment. Employment to the blind is also the condition of subsistence; that is, of honorable and independent subsistence." These last words are the crux of the question. We have men in our own workshops earning 30s. to 35s. a week. In that same institution we have a mat-maker. We asked one of the best known mat manufacturers in England the trade price per foot for the kind of work that our man does, the answer was a penny per square foot. Applying that rate of wage to our mat-maker, he would only earn 4s. 6d. a week. It is not to be supposed that any one imagines that even a single man can live on 4s. 6d. a week. I am happy to say that we give our man 18s. I would strongly urge the appointment of a committee of experts to consider this question of the employment of the blind, and to put some definite proposals before the blind world in general.

Mr. W. H. Dixon, Oxford—I believe that there is a general impression that in Japan massage is a monopoly of the blind. It was so until Western civilization was introduced, and now it has ceased to be so.

Mr. M. Priestly, Bradford—The better employment of the blind is a subject to which I have devoted much time and careful consideration for some years, and I have come to the conclusion that the greatest problem in connection with the whole subject is to provide the difference between the actual value of the blind labor and the price paid for such labor. With proper supervision we need have no fear about the quality of work done by the blind. A look round our exhibition will be convincing proof of this statement. It is, of course, in the quantity of work produced in a given time where blind labor suffers most. When employed on piece work, the blind must be paid at a higher rate of wages than that paid to sighted persons. In my own case, work in connection with Government and railway contracts has been de-

clined; not because we could not do it, but because the loss was too much. In negotiating orders it is strictly business, and rightly so. In making the goods it is largely charity, and, so long as blind people have to compete with those who can see, charity must enter into it in one way or another. It is useless to attempt to obtain higher prices for goods made by the blind than the prices charged by our competitors. A grant of £10 per head for each blind person regularly employed would soon place the institutions in a position to increase the number of workers.

Mr. M. G. Mackenzie, Inverness—We have successfully carried on the “Saxon system” in our large district. When a trade or occupation is acquired by any of the pupils trained in our institution at Inverness, on their return home every encouragement is given them to begin work on their own account, and the project has been most satisfactory. Material at cost price is supplied them till they are fully established.

Mr. J. Frew Bryden, Glasgow—We may get rid of sentiment here and face the fact that work among the blind cannot be carried on by any institution unless at a loss, which must be made up either from charitable sources or from the State. We heard to-day of a case of a man in an institution, whose work was only worth 4s. 6d., and yet he was paid 18s. a week. I think it would be possible to devise some form of unskilled employment that would fetch more than 4s. 6d., and this could be supplemented to some extent. Surely this would be better than the alternatives of the street or the poor-house. With regard to work among women, we in Glasgow provide for nearly 140 women knitting in their own homes. These women get what is equal to 3s. a week.

Mr. Collingwood, Exeter—I should like to say a word or two on piano tuning. In the majority of institutions basket-making, mat-making and brush-making are the main source of their income, and piano tuning is merely a subsidiary matter. Now, should you put the same push into that as into the other trades, I think you will find that it will form a very good source of income. I am not going to ask where you buy your socks, but I feel tempted to ask, “How many members of committees of blind institutions have their pianos tuned by blind tuners?”

The following extracts are taken from a paper presented to the Edinburgh conference by Mr. Henry J. Wilson, Secretary of Gardner's Trust for the Blind, London:—For defective blind children no provision has yet been made. Their number is comparatively few, and they are scattered. Whether the child is defective mentally or physically, it demands a greater amount of individual attention than a child of normal physique and intellect, and, to that extent, of course, there is an undue demand on the time and energies of the teacher. The younger children (normal ones) are very imitative, and soon acquire the peculiarities of the defectives. Unless the defect is quite apparent the child should have a reasonable trial among other children. That the child is backward is often due to the early training, or rather want of training. This may be the result of simple neglect or want of interest on the part of parents, or mistaken sense of kindness shown by doing too much for the child, instead of teaching him to help himself. A judicious course of physical and manual training, rather than mental work, should, in the first instance, be the chief feature of the curriculum. The main cause of the prevalence of defective children is the utter ignorance of mothers relative to the feeding, clothing and care of children. The leading characteristics of the feeble-minded are those of fear, together with a deep cunning, and an abhorrence of noise. They are

very susceptible to the influence of kindness. There is a class of blind children—muscularly feeble—whom we cannot reckon as physically defective, but who have so little use of their fingers as to make hand-work a matter of extreme difficulty. They are mentally sound, and their case is, therefore, all the more piteous and difficult to deal with. As a rule, the “defective” blind are afflicted in one way or other, or in several, of the following ways:—Slow in perception, lacking in truthfulness and reasoning and muscular power, of strong immoral tendencies, of unclean habits, peculiarity of speech and indistinctness in articulation, destructive, extremely active or extremely inactive, weak in will power and prone to uncontrollable fits of temper, stubborn, and requiring coaxing, feeble and slouching in gait, quaint movements of head and body, slow circulation, cold, clammy hands, but, generally speaking, they are of an affectionate disposition. It is difficult to draw an exact line and to say who are mentally defective, as the limits are still undefined, ranging, as they do, from the ordinary stupid person to idiocy, the former being probably a fit subject for an ordinary school, and the latter for an asylum. Much care should be exercised before children are removed as defectives from the ordinary school. A good many defective blind children have come to me in the course of my experience, who, if they had been treated by their parents in the same manner as other children, if they had been given ordinary exercise and little duties to perform, would not have been defective either mentally or physically. You all know that a blind child is very often left the whole day long sitting in a corner, and I can cite cases where a child has actually been kept in bed most of its life till it was ten or eleven years of age to keep it out of harm’s way. That child is bound to be mentally and physically defective. I should like to mention one of the things I found of the greatest use at West Craigmillar in remedying physical and, I believe, mental defects—those peculiar movements, twitching of hands and face, so common to the blind. Try the experiment of making the blind child lie down on a flat back board for half an hour each day, or twenty minutes twice a day. It has a very remarkable effect, and quickly eradicates not only a tendency to spinal curvature, but many habits of twitching, swaying and the like. Very few parents can be convinced that their children are mentally defective.

GIVING THE BLIND A START.

Forty-eight years ago the first society in Scotland for dealing with and teaching the blind to read in their own homes was formed in Edinburgh. Ten societies, or missions, so distributed as to practically cover the whole country, are formed into a union called the “Scottish Outdoor Blind Teachers’ Union.” The societies in Scotland have never started workshops on their own account. They have always felt that workshop employment was the function of the institutions and asylums, and have tried to do their part in securing employment on other lines. The risk to employers under Workmen’s Liability and Compensation Acts is making it increasingly difficult to find any employment, and yet the variety of situations which are secured is somewhat remarkable. Among the men we find missionaries, commercial travellers, stair lamplighters, night watchmen, straw-rope makers, bolt and nut cleaners, bottle washers and laborers. Among the women we find a factory worker, a hair-teazer, a pirn-winder, and a soloist in the Salvation Army. It will be seen from our statistics that the largest proportion of men we are brought into contact with lose their sight near

or after middle age. The experience of our Societies has shown that in such cases, if the general health of the applicant is good, and there is a reasonable amount of capacity, help to begin some simple form of trading is the best way in which assistance can be given. Where a sufficient amount of energy and perseverance is forthcoming the results are generally quite encouraging. Some judgment must be shown in selecting cases for this kind of help. Even among the most likely it has all the risks of an experiment. The forms of trading most generally engaged in are smallwares, tea, and drapery goods. These are the most easily started, and bring in an immediate return, which additional experience and assiduity make an increasing one. The varieties of occupations engaged in are often suggested by some experience before they lost their sight, and in other cases by the individuality of the trader himself. We have traders in coal and firewood, fish, fruit and earthenware; some trundle the lowly barrow, while others aspire to the dignity of a pony and cart. Some have to secure and pay for guides; others, more favored, have active wives or members of their families, whose help and co-operation greatly facilitate their business. Among the forms in which others are engaged we have cutlery, saw-dust, books, oil, photographs, and other articles. I could give selected cases from among those whom we have helped who are now reaping large incomes, and some who have retired with a competence. We have at present 190 traders on our roll who are carrying on trading as the result of grants received from our Society. Grants are given according to the special need from £2 to £10. Last year the sum of £207 was expended in this way. In a number of cases help has been repeated to tide over times of difficulty. Several investigations have shown that the average income of these traders is 10s. per week. This represents a total annual income of £4,949. The result is very gratifying to the traders themselves, and represents a very distinct contribution to the income of the blind of Scotland.

It is an interesting fact that 86 blind persons are known to us in Scotland as following various branches of the musical profession. Inquiries I have made bring out that nearly all who have been trained for music are able to maintain themselves, while there are several brilliant successes. One result of inquiry I have made also shows that few have lost their position and self-respect, or drifted into the vagrant or mendicant class. I have made up a column which includes those who are engaged in what may be called "home industries." Very few of these were trained in institutions, or follow the occupation for which they were trained at their own homes. This, however, is not at all usual in Scotland. In one district, the making of fishing and lawn tennis nets gives employment to a few; one man has a hen farm, another is engaged in breeding pigs, two are engaged in farming, one makes leather tabs for mattresses, another makes iron skewers for butchers. A man in Islay engages in lobster fishing, and another in Glasgow makes a good income by manufacturing clasps and hasps from old meat tins. Such employments show an amount of alertness and inventiveness that is most praiseworthy, and suggest a field of possibilities for those who care to work their minds round the problem of possible employments for the blind. The largest number of those whom I have described as "otherwise employed" are women, and are engaged in knitting in connection with our different Societies. Wool is supplied and payment is made for the knitting, which is done by the women in their own homes. £408 was paid last year to 150 knitters for work done, the Ladies' Auxiliary taking the responsibility of disposing of the varied stock of knitted goods in their sale shop.

I have put the 129 who make their living on the streets in a class by themselves. They include those who have drifted from institutions and other employments, but who took to the streets in the prospect of a free and easy way of living. In most cases the influences are entirely demoralizing. Among the best of them a distaste of any steady work is a marked feature, and although attempts have been made, we can scarcely point to a successful experiment in lifting one from the streets into any regular employment. We have known street musicians and readers who preserved their respectability and character, but the temptations to indolence and dissipation are so great that every effort should be made to prevent such a way of living being adopted.

I will not dwell on the position of the 333 persons who are inmates of our poorhouses. I think in all cases where our respectable poor blind people are struggling on the margin of utter poverty every effort should be made to enable them to preserve their self-respect and maintain their little homes. Where the circumstances, however, are not such as to warrant outdoor relief from the parish, I am glad there are such shelters as our poorhouses. If our institutions could devise and provide some simple form of employment that would not require long training they would meet the case of many middle-aged men who can at present scarcely be kept out of the poorhouse. The proportion of our outdoor blind who need temporal assistance is very large. Scotland is not favored, as England is, with Pension Funds for the Blind. Our Societies have the machinery, but not the means, to deal with this matter of pensions, though they have no lack of suitable cases. In various forms of benevolence £2,500 was given by our Societies in Scotland directly to the blind, and we know of at least an equal amount that reaches them from other charities. I would here plead for a Pension Fund for the Blind of Scotland, speaking as I do in the capital of the land.

W. H. Tate, Bradford:—At the time of the Royal Commission of 1889, upwards of 8,000 blind persons, above the age of 21, were in receipt of relief from the guardians, of whom no less than 3,278 were resident in workhouses or workhouse infirmaries. There are many blind persons whose physical strength or mental endowment is below the average, as a result of the causes which have produced blindness, but who are nevertheless capable of learning a trade and of doing something towards earning their living. Though fairly industrious, regular and attentive to their employment, however, they are such slow workers that they can never earn the whole sum necessary for their maintenance. For such persons to receive a little systematic "necessary relief," as a supplement to their wages, would seem to be a reasonable and desirable arrangement. On the main issue that many of the blind, even if they are energetic, can never support themselves by their earnings, I suppose we are agreed. If that be so, some one must, and I suppose actually does, supplement, or there would be partial starvation.

Dr. A. W. G. Ranger, London:—The appalling fact to which I first wish to draw your attention is that there is a very serious proportion of the blind now spending their lives, and, as far as they know, the remainder of their lives, in the workhouse. My own feeling is that there is an obligation upon the various Christian churches of this land to clear the unions of all the blind that are in them.

Mr. H. Stainsby, Birmingham:—I never look to find out what the turn-over of an institution is, but what the blind are getting out of it. When

I turn to the Dundee report I am met by the striking fact that the blind workers of Dundee get over £2,000 a year from the trading department. The school department, it is true, is small. I am delighted to know that there are vacancies in the school. I said to one of the ladies who was walking round with me, "I wish your school were empty," and she said, "So do I." Unfortunately, in some parts our schools are congested. I am delighted to know that in Dundee you have places waiting for these little children. Mr. Macdonald told me to-day that one of the most interesting parts of the work here was the work among the little children. We cannot go into the school-rooms without being always affected by their blindness. It is a sad thing to think that these little children must be in darkness for the whole of their lives, that they are past cure, and that all that medical skill can do for them has been unavailing. It rests with us, Christian philanthropists, to do our level best to make their lives happy and to give them the opportunity of becoming self-supporting.

Mr. Pine, Nottingham:—It has been clearly shown that the industrial side of the work for the blind in Scotland is greater than it is in England. The most important question at this conference has been the employment of the blind. We have been shown what can be done for the employment of the blind at Dundee, and I think we have had great examples put before us wherever we have gone in visiting these Scottish Institutions.

Mr. G. S. Wilson, Indianapolis:—I think I can safely say that in the United States we have students who will compare very favorably in the way of literature and music, but we are behind in the industrial features.

Mr. J. P. Kruger, Cape Colony:—I have been very much impressed by finding so many ladies and gentlemen who give their time and patience to the work of the blind. It is the same in South Africa. I find it is uphill work all over the world.

Miss M. Field, Oldham:—I should like to mention two employments which have not been spoken of this morning; one is tab rug-making and the other the manufacture of string bags. The latter has been a great success. The apparatus is quite simple and easy to manipulate. The girl who makes string bags came to me straight from school, and on an average she has earned 5s. a week, and the last few weeks it has been 8s. I pay her 5d. for each bag and sell it for 1s. The girls are not boarded but they are given a dinner every day.

Mr. Colin Macdonald, Dundee:—We have come to the end of a most interesting discussion on a most important subject, but we have not come to the end of the subject itself. I have the honor of moving the following resolution:—"That the problem of the better employment of the blind is of such vital importance and consequence that a National Committee be appointed to consider the questions raised in the paper this morning and the subsequent discussion; the selection of the Committee be left to the Conference Committee."

Mr. H. W. P. Pine, Nottingham:—I should like to be allowed to second this resolution. I think the better employment of the blind is the most burning question we have before us at the present time. The education of the blind is now well assured. What we most require now is opportunities of thorough technical training for them, to be followed by greatly increased facilities for their employment. If we can do something to ensure that the employment of the blind shall be put upon a better footing, then we may rejoice that this Conference has not been held in vain.

IN THE UNITED STATES.

It is generally admitted that Great Britain and several countries of Europe are in advance of America with regard to the industrial education of the blind, and in provision for the adult blind. But that branch of the work is beginning to attract more attention in the United States. In my Report for 1905 I gave a summary of the findings and recommendations of the special committee appointed by the New York Legislature to investigate the condition of the adult blind of that State and to report on the expediency of establishing industrial training schools or other institutions. A Conference of the American Association of Workers for the Blind was held at Saginaw, Michigan, in August, 1905, from the report of which the following extracts are taken:—

Charles H. Jones:—Regarding blindness, both blind and seeing people are coming to understand, that blindness of itself is no valid excuse for idleness or pauperism. Blind children are being taught that their parents, friends and the state expect them to develop into useful, self-respecting, independent men and women; that by the great law of compensation, the lack or loss of one sense may be largely met by the increased development of the others.

Progressive steps, marking as they do an ever-advancing Christian civilization, led thoughtful people to consider the condition and needs of the adult blind. As the result of this consideration and investigation it was discovered that many who had spent from six to twelve years at some school for the blind, while possessing a good literary education, and with minds cultured and broadened by the opportunities they had enjoyed, were still unable to utilize any of their accomplishments to the extent of obtaining a livelihood, and without home or friends were compelled to take refuge in an almshouse or to become mendicants upon the streets. Further investigation discovered another fact, of which the public is still to a very large extent profoundly ignorant, that of the blind people in any state a very large proportion (some estimate at least two-thirds) lose their sight either by accident or disease after they are nineteen years of age, or beyond the age limit in most states for entering the ordinary schools for the blind; and, even could they enter, such a curriculum as these schools present would not be what is needed by these people, many of whom have families depending upon them. Conditions like these, when properly understood by an enlightened public, will not long be allowed to continue.

Every pupil graduated from schools for the blind should be proficient in one or more useful industries, as well as in the literary work to which attention has been given.

While the number of occupations open to the blind is necessarily limited, still from time to time new ones appear, and without doubt as people become interested in the subject and the blind themselves demand opportunities, many hitherto unthought of avenues to usefulness and profit will be opened.

Of the children attending schools for the blind, as of those attending schools for the seeing, only a small proportion will ever be able to obtain their living by what we call a profession. By far the larger number, if self-supporting wholly or in part, must become so through the use of their hands.

Schools for the training of the adult blind should be established in every State; not to supersede the schools for blind children already established, but to supplement them. They should open a door of hope to those

who lose their sight after passing the ordinary school age, by affording them an opportunity at the expense of the State to learn some branch of industry by means of which they may become once more independent. They should also receive such pupils from the schools for blind children as, having pursued their regular course of study, are evidently not calculated to succeed in a professional life, but need an industrial training to prepare them for future independence and usefulness.

Connecticut occupies the proud position of being the pioneer State to provide by legislative enactment for the instruction of her adult blind. Michigan has followed her example, and the day is not far distant when provision for the adult blind will be made by every State.

O. H. Burritt:—Three-fourths of a century ago there were only three institutions in the United States for the education of the blind. To-day there are in the United States and Canada over forty such institutions.

According to the last report of the American Printing House for the Blind, at Louisville, Ky., there were registered in 1883 in the schools for the blind then in existence in the United States 2,442 pupils, while in 1905, 4,422 pupils were receiving instruction in the forty-one schools in this country. Moreover, in 1883 probably every institution then in existence had enrolled among its so-called pupils a very large percentage of the adult blind who were there, either in order to be provided a home—whence the still quite generally prevalent notion that an institution of any kind for the education and training of the blind is an asylum, and that our schools for the blind are charitable institutions rather than an essential part of our public school system—or to become proficient in some trade or profession supposed to be available for blind people. To-day, with very few and notable exceptions, these schools enrol only pupils of school age, *i.e.*, boys and girls between the ages of five and twenty-one years.

There are only ten States in the Union that have not provided some kind of institution for the education of the blind. Only about one-tenth of the blind of the United States are of school age. The Commission found that in the State of New York only 9.72 per cent. are of school age, that is, under twenty-one years.

Mr. Allen:—A kind-hearted superintendent in Philadelphia once started a home department, which soon preponderated. Then came a good working home for blind men; a home for women was also established; the home for men has a waiting list; married men live outside; the men are paid more than they earn; such an institution cannot be self-supporting. Thank God! Philadelphia does not pension the blind, and I do not think the self-respecting blind wish it.

Oscar Kuestermann:—After the Legislature of Wisconsin, during its 1903 session, had wisely provided for a workshop in which the adult blind of our State were given a chance to become self-supporting and to earn their own livelihood, the question arose what branch of industry, what trade would bring the best results. Broom-making was not considered, because the competition in this line was too great and margins cut down to a minimum. Mattress making was thought of, but when it was ascertained that machinery is now largely employed in this line, and prices materially reduced in consequence, we came to the conclusion that this idea would also have to be abandoned. Chair caning was not considered a trade. Looking over the reports of foreign institutions for the blind, we found that of all the lines in which the blind were employed, none promised better results than the manufacture of willow ware. When our shop was

opened in December, 1903, we started with four apprentices, and since then have had thirty-nine blind men on our pay-roll. A few of them left soon after entering, because idleness or the following of some other occupation was given the preference. The great majority of our workmen remained, are happy and contented, and glad of the chance to earn their own living and to enjoy the blessings of work. On entering the workshop the first work taught our men is the making of doll buggies. This enables them to learn the setting up of willows, the fitching of reed and the different closings of the rims, all work which is the foundation of basket making. The first day of work on the buggies varies according to the skill of the men, some succeeding in making four to five buggies a day, while others, less apt, make from one to two. The amount allowed for each buggy is two cents net. In this way the first week's earnings vary from 30 to 60 cents. In the course of one or two months the men are able to make ten to twenty buggies a day, their earnings being from \$1.20 to \$2.40 a week. After becoming experienced in the making of doll buggies our men are put to work on plain baskets, an employment which is more remunerative. In course of time their work includes clothes baskets, hampers, office baskets and all kinds of specialties. All of our workmen are taught from the beginning that all work must be well made.

A statutory provision recently enacted authorizes the State Board of Control to furnish indigent blind artisans, who are not residents of the city of Milwaukee, board and lodging for a reasonable time, and also provide means of transportation from any point within the State of Wisconsin, so as to enable them to learn a trade and become self-supporting, such allowance not to exceed in any one case the sum of \$75.00.

The average weekly earnings of all our men for the first six months was \$2.32; for the next six months, \$3.73, and for the last six months, \$4.20. The weekly average of six of our best workers is \$6.12, and the highest amount earned in one week by any one in our shop was \$10.30. The earnings of the men consist of the difference between the cost of material and the selling price of the finished product. The State of Wisconsin simply furnishes the necessary manufacturing room, salesroom, warehouse, fuel, tools, and pays the wages of the superintendent and instructors. While up to the present time only men have been employed, it is our intention to find out some occupation for the blind women of our State, the last Legislature having appropriated the necessary funds for this purpose.

Mr. Kuestermann thinks the lazy man would not work in a home where maintenance is given free; in a workshop a man who does not work does not earn, and he will soon find out that it is either work or go to the poor house, if he has no other means. Women could not succeed as willow workers.

Charles F. F. Campbell:—It is a significant fact that of the 65,000 blind persons in the United States less than 5,000 are attending schools. This small attendance results in part from the non-enforcement of the compulsory education laws and to a much greater extent to the fact that of the 65,000 over 75 per cent. are adults and have become blind long after school age. Of this large group of adults nearly half are over sixty years of age. For the aged blind, little can be done except to brighten their lives. For the group of unemployed able-bodied blind people between the ages of twenty and about fifty, little has been done of a practical nature in the United States, as compared to the work in Europe. On the other side of the Atlantic, work shops for the blind are quite as numerous as

schools. In this country Industrial Institutes are needed where those who are unqualified to benefit by the training in the schools for the blind and those who lose their sight beyond school age may be taught some trade. It is arbitrary and unprogressive to say that sewing, knitting, chair caning, broom, basket and mattress making are the only industrial lines of work open to the blind. The vital question is, what remunerative occupations are available for them? For the women, modern hand weaving deserves thorough testing. Another shop industry is the manufacture of a patent broom for cleaning the switches of street car tracks, and mops. It is folly to attempt to cast all the workers in the same mould. When enough pupils have learned a given trade they should be assisted to start a small workshop on a business basis in some city near their homes.

C. S. McGiffin:—The Indiana Industrial Home for Blind Men is a private enterprise, located in Indianapolis. It is only a workshop where blind men are employed at making brooms. This institution was organized and incorporated in 1899. The funds with which our factory is operated are secured by subscriptions. Some of our men earn as much as \$7.00 or over a week, while others can earn scarcely \$4.00 a week. Our pay rolls show an average earning of about \$5.10 for each man a week. The most of our workmen have learned a trade at the State School for the Blind, during their youth, but are not competent to operate their own factory, and, like the majority of men with sight, they prefer working for others. But there is another class of unfortunates, who are perhaps more needy in many instances than those whom we are now employing. I mean those who have lost their sight since becoming of age and are not admitted into our state schools for blind children. We are constantly receiving many requests from both married and single men, ranging in age from about 25 to 50, and over, who have lost their sight mostly by accident, and who are unable to maintain themselves while learning a trade. For the benefit of this class, we have twice placed a bill before our State Legislature. This bill provided for the maintenance of not to exceed 20 adult blind men, at any one time, at the rate of four dollars per week for each, and only for a period of two years. In 1903 this bill was vetoed by the Governor. It was introduced again, but was fought desperately by the labor organizations and failed for a second time.

Esther J. Giffin:—At the Edinburgh Conference an especially valuable feature was an exhibition of work done by the blind, contributed by 27 institutions. The industrial work was well done, and the institutions give employment to hundreds of sightless persons, but most of it is done at a loss.

Charities and the Commons:—Dr. Howe, the great pioneer in work for the American blind, clearly saw that there were two problems in helping the blind—the one distinctly scholastic and the other industrial. To-day we still have in the mattress shop, started by Dr. Howe, one of the best examples of a successful industry for the blind. Unfortunately, the general public, blinded by their wonder at the fact that the blind can even be taught to read and write, failed to uphold the early superintendents in their efforts to satisfactorily solve the industrial problem. As a result the line of least resistance was followed, and to-day we have 4,500 children being educated and very few men or women over twenty years of age receiving trade training. This state of affairs has, largely as a result of the cry of the blind themselves, become more and more clearly recognized, culminating in the appointment of such commissions as have recently



Physical Culture Class on Bowling Lawn, O.I.E., 1906.

served in New York and Massachusetts. The literature of the movement is not, as yet, large. A first step is a demand for facts—to find out who the blind are, their age, the age when they became blind. These investigations are showing that the same needs which characterize different classes of the seeing—the vigorous, the thriftless, the industrious, the anæmic, are to be found among them; and that from the standpoint of the community the significant fact is not lack of sight—which in an intellectual and æsthetic sense can be largely overcome by the methods of the schools—but their insulation as members of economic society. Therefore comes a demand that the scholastic institutions dealing with blind youths prepare them more concretely for after life. The third step is a demand that agencies be devised to train industrially those who become blind after maturity—not, in most cases, as permanent industrial backwater groups where the inefficient may be cared for because of their sightlessness—but as way stations through which the trained blind may gain a footing in the community life of their generation. It will be seen, therefore, that to the general public one of the most urgent appeals is for a new attitude toward the blind. That attitude can best be stated in these words of a superintendent of one of the most progressive American institutions in this field:

Everyone realizes the blessing of sight to such an extent that he is scarcely able to think rationally of blindness.

We who are surrounded by the blind do not fail to realize some of the terrible consequences of the affliction; we never become hardened to the condition, but, as physicians do, direct our sympathy into channels that are practical.

My interest in the adult blind is neither sentimental nor pathological, but simply sociological. I might tell you of old men and women in pitiable plight, but they are often over eighty years old, and would be nearly as badly off with their sight; again of a graduate of a school for the blind who may have been afforded the utmost advantages the school can give and yet be unable to support himself, but he is likely to be diseased in body or perverted in mind or to have defects of character which would make his success impossible if he had the best of sight. I am not ready to generalize or to give an answer to the problem until I know all the elements of it. It is like a question in proportion in many terms, the distress of individuals being but one term. I have great fear of movements started by those whose eyes are too full of tears for perfect vision or whose hearts are so large as to take all the blood which belongs to both the heart and head.

Helen Keller:—Opportunity to work is what we ask, not charity. We know from experience that the blind can be made self-supporting. To assist the blind to attain self-competence not only endows them with happiness, but relieves the State of the burden of their idleness. Contrast the beggar at the street corner with the self-supporting, self-respecting blind citizen, and ask if the transformation from one to the other is not a gain to you and to me as well as a veritable re-creation for him.

The current report of the New York State Board of Charities Committee on the Blind states that "the experience of the two schools of the blind in this State has been that those who make the best use of the scholastic years are best fitted on graduation to enter into ordinary business competitions and activities, hence the greatest stress is laid on thorough scholastic training; and although the schools find it necessary to furnish a certain amount of industrial drill and trade instruction, this branch of the school work is regarded as of secondary importance."

The committee's report states elsewhere that the "industrial or trade instruction is left largely for the years between twenty-one and thirty, when it usually becomes the major interest. In the institutions the occupations are limited, and even when the blind become expert, do not afford large enough returns to satisfy reasonable desires."

Dr. F. Park Lewis:—For every blind man placed upon his feet and made independent and self-sustaining, the gain to the state is enormous. He becomes an object lesson, an inspiration to those similarly afflicted, a help and an encouragement to the disheartened and hopeless. The blind man who, while still well and strong, becomes a pauper, is not only a burden upon the charitable, but a pernicious element in the community in that he unconsciously influences the weak and the lazy to beg, when they should work, to lean, when they should stand upright.

While among the blind there are always a few who, by reason of natural gifts or unusual opportunities, will succeed without outside help, the large majority are merely average men and women. When blindness comes suddenly the man is at first stunned, then confused, then appalled by the apparent hopelessness of his position. He had always depended upon his eyes to guide his every movement; and when he finds that sight is gone, there comes a sense of utter helplessness. His usual movements are imperfectly co-ordinated and his attitude and gait take on an exaggerated awkwardness. In the manual laborer, the brain action is not usually rapid. The routine muscular movements under the guidance of the eyes have become largely automatic. When one element of the associated functions is taken away the movement of all becomes hesitant and uncertain. Then rapidly follows loss of self-confidence. The man can no longer do the simple things that he had all his life done, although sight is not required to do them. He cannot walk freely and rapidly on an unobstructed surface, although he is assured that he may do so without danger. He must be readjusted to the altered position in the world in which he finds himself. It is the critical period in his new life. He must be taught to believe in himself. He must find himself.

There is a tide in the affairs of blind men which must be taken at the flood. After blindness becomes an established fact in the adult every month in which he is allowed to remain an aimless sit-by-the-fire makes more difficult his ultimate reclamation. It is at this exact time that friendly intervention is most readily accepted and is most useful. He must be shown that blindness and helplessness are by no means synonyms. He has never before this been interested in blind people. He has never dreamed of a blind man working with his hands or with his brain, or both, at some remunerative employment. He has yet to learn that men who cannot see can yet make beautiful willow baskets that bring good round prices and that blind women can and do weave exquisite fabrics fit for household use. He is at the crossing of the ways, but he is not going to remain there indefinitely. One road leads to activity, to potential, if not actual, happiness—to occupation, man's mental, moral and physical salvation—the other leads to apathy, mendicancy, loss of self-respect, often loss of character. Which road he will take after a comparatively short period of hesitation will depend partly on the man himself, largely on the inspiration given him from outside. He must have his belief in himself re-established. He must be shown what the blind can do, what he can do—how he can do it. All of this new knowledge must be brought to him and he must be made to feel that the world has a place for him which he must be fitted to fill.

But, for this, training is necessary. The old habits must give place to new ones. The old trade, that of a stonemason, perhaps, or of a carpenter, must be exchanged for the new one for which eyes are not so necessary—that of a broom maker or of a chair caner. Here, unfortunately, at this critical point in his career, he turns to us in vain. We have schools for the young blind, but for the man or woman to whom this frightful affliction has come—up to the present time no adequate provision has been made.

The immediate need is the industrial school. The blind man is facing a new life. He is as unfitted as a child to meet it alone. He must be taught to use his hands and his head in a new way. He must be inspired by being brought in touch with other blind workers who have succeeded. His aptitudes must be studied and the work for which he is best suited chosen for him. Then he must be encouraged, set to work, taught the trade in which he is most likely to succeed. Shop schools should be established in various centres of population. They should be maintained by the state and should be work schools simply. They should be under one general and uniform supervision. These should not be allowed to become homes, and only those should be admitted to their benefits who are mentally and physically capable of profiting by a limited course of instruction. Many of the blind require charitable aid, but this should be administered through other channels.

Charles F. F. Campbell:—The purpose of every school for the blind, while equipping its pupils for the life they are to lead, ought also to aim definitely to make its graduates self-supporting. If the present system is not accomplishing this, it is high time the matter should be discussed. More should not be expected of the blind child than is expected of the seeing. Most blind children come from that class from which is recruited the vast army of industrial workers. It is unreasonable to try to make professionals out of those who, had they sight, would become artisans or laborers. One of the reasons why workshops for the blind have not paid has been that charity, correction, education and business have been hopelessly mixed. There ought to be fifty lines of industry open to the blind, instead of less than ten. Homes for the able-bodied under fifty years of age seem to be inexcusable. No person should be sent to the poor house because he is blind, but, on the other hand, blindness should not keep him from where, under similar circumstances, he would be if sighted.

Lucy Wright:—The blind need more instead of less education than the seeing, and adults becoming blind need immediate encouragement to work. Otherwise they fall into idleness, ill-health and even danger, and the feeling that blindness makes questionable occupations legitimate continues to grow.

E. P. Morford:—First, there is a class who are capable of supporting themselves without the aid of any organized effort in their behalf. Second, there is a class who are capable of self-support if started with the aid of organized effort. Third, there is a class who, although they strive earnestly, are not capable of supporting themselves without organized effort. Fourth, there is a class who, with or without organized effort, will not try to support themselves, but rather expect their support to come in some way from the public. The Industrial Home for the Blind of Brooklyn has taken hold of this problem in a practical way by establishing under its roof workshops for blind mechanics, with a home or boarding house attached. The home is not self-supporting and is dependent upon the contributions of persons who are interested in its welfare. It does not receive city or state aid.

The inmates are expected to pay \$2.75 per week for their maintenance. Idlers are not wanted. About 35 per cent. of the workmen are married and live in their own little homes with their families.

J. P. Hamilton:—The Lansing school tried at first to meet this demand (for industrial instruction of adults), but these endeavors, which at best only could benefit a few of the many who needed such aid, so imperilled the usefulness of the school as a moral and intellectual educational institution for the youthful blind and also resulted in such financial loss, that these efforts to assist the older blind were entirely discontinued. The problem of how best to care for and help the adult blind has not been solved. The work is new and necessarily in more or less of an experimental stage. There are many pursuits which blind people can follow, but very few which can be followed with enough rapidity to make them practical as life work. To illustrate: Blind girls are perfectly capable of doing the best kind of work with ordinary knitting machines such as are used in all knitting factories, but they work so slowly that they cannot make wages enough to keep themselves.

C. F. F. Campbell:—All over the world can be found workshops for the blind. If it was only possible to find some article requiring a large amount of hand work which could be patented and held exclusively for the blind, our problem would be solved.

A WORKING HOME FOR THE BLIND.

MRS. C. R. MILLER, IN *Leslie's Weekly*, 29TH MARCH, 1906.

One of the serious problems confronting philanthropy is the care of the indigent blind. The best system along this line yet devised seems to be the one adopted by the State of Pennsylvania, which not only provides food and shelter for these unfortunates, but also some employment to divert their minds from their affliction, to keep them from becoming street beggars for the benefit of others, and to enable them to earn enough to be practically self-supporting. The Pennsylvania Working Home for Blind Men was the first, and is still the largest, of its kind in the United States. The home is situated on Lancaster Avenue, in West Philadelphia, and consists of three substantial buildings—the superintendent's cottage, a large house where the men who have no families may board, and a four-story factory, 212x90 feet. The property, which is enclosed in a spacious yard, is valued at \$283,000. As broom making seems to be the best possible employment for the blind, the principal part of the factory is given over to this industry.

While it is impossible for a blind man to complete a broom, he is able to do three-fourths of the work—more in this than in any other trade. Experience has shown that nearly every blind man, no matter how unskilled, can learn to size broom-corn—that is, he can sit at a machine which has a number of raised measure marks and a knife worked by a treadle. With this he prepares stalks for five different sizes of brooms, and places each one in its proper rack. This work is usually done with great rapidity and fingers are rarely cut. Ninety per cent. of the men can sew a broom, and about fifty per cent. can learn to wind. The latter seems to be the most difficult for sightless eyes, yet there is a man at the home who is deaf, dumb and blind, and who winds a broom perfectly. He selects the proper length of corn from the boxes at the side, twists the wire around the

handle, hammers in the tacks, and finally with a sharp knife trims the edges. This man, who is now about thirty-two years old, has been in the home for eight years, and his wages average five dollars per week. When communication with him is necessary, it is done by writing with one's finger on the palm of his hand, which he understands readily. He is apparently happy and contented, works steadily, and has saved some money. One of the "sizers" is also totally deaf, and so keen is his sense of feeling that the men frequently write with their fingers on his back or arms the words they wish to speak. At one of the tables an interesting blind youth stems the corn, selecting the rough pieces for the inside of the brooms. This young man is also a fine musician, and spends many evenings at the piano in the home, much to the delight of the less educated.

One hundred and nineteen blind men are working at present, and, with the assistance of twenty-five who can see, they have in the last two years manufactured more than a million brooms and received in wages about \$56,000. An average week's work amounts to about \$7, although some have earned \$15. Four hundred tons of Illinois broom-corn is used each year, and while the principal market is in New York and Boston, a large consignment was recently shipped to Dublin, Ireland. The brooms manufactured are of good quality and retail from forty to fifty cents each. No imperfect goods are put on the market, as the men are taught that the laws of the business world are stern, and that the merchant who to-day signs a cheque as a donation to the institution which shelters them would to-morrow refuse to buy their product if the workmanship was inferior.

The scenes in the factory are little different from those of any other. The men laugh, sing, and tell jokes. They know the sound of each other's footsteps—especially that of Mr. Geo. W. Hunt, the superintendent, who joins in their pleasures and comforts them in sorrow. A number of the men have families and reside near by, while many who learned the trade at the factory are working for themselves in different cities. Carpet looms, where rag carpets are woven, are also operated by blind men. Rags for this purpose are frequently sewed at different institutions, and the Working Home for the Blind receives twenty-five and thirty-five cents a yard for furnishing chain and weaving the carpet. Chairs are also re-caned at prices ranging from sixty cents to three dollars and a half, according to the style.

Life at the Home is simple and comfortable. The men pay \$2.25 per week for board, washing and mending. The sleeping rooms are large and airy, and a general bath room is provided, as the superintendent insists upon cleanliness. The food is plain, but wholesome, and several waitresses are on hand at meal time to cut the meat, butter the bread, and see that every man is properly cared for. All churches and nationalities are represented, but, regardless of creed, the men assemble in the little room known as the chapel each evening after supper, where a chapter from the Bible is read to them by Mr. Hunt. Some of the men have good voices, and often hymns are sung with the piano accompaniment of the blind boy who stems corn in the factory. The latter part of the evening is spent in conversation or in the library, where a number of raised letter books are to be found.

The labor of the institution is, of course, not as rapid in execution as the labor engaged in the industrial world, and, its product being comparatively small in quantity, does not yield sufficient for its proper support. It is not surprising, therefore, that the Blind Working Home does not pay.

and that the deficit must be made up by private donation and a State appropriation. But it is almost a sacrilege to view such work from a commercial standpoint, for the profit does not lie in the dollars and cents that go into the pockets of the workmen, or into the treasury of the institution, but finds its expression in the joy and comfort which are ministered to those poor unfortunates. To the donors it has its reward in the consciousness that the burden of affliction has been lifted, that speech has found a substitute for use by the dumb, and that light has been let into the souls of the physically blind.

LIBRARIES.

The Teachers' Library contains books of reference, poetry, biography, history, fiction, etc., which are used by the teachers in preparation for the work of their classes, and from which readings are given by the teachers to the pupils every evening. These books are printed in the common black type.

In the circulating library are 280 books in Moon type and 100 books in New York point print. Subscribers to the circulating library have access to the Pupils' Library, which contains over 1,000 books in line letter and 1,000 in New York point. These books are loaned to applicants, who can furnish proper recommendations, free of charge, and they are carried to and from the institution free of postage.

The total enrolment of subscribers to the circulating library is 127; the number of readers during the year ended September 30th was 49; new readers enrolled during the year 13; number of books issued 227. The number of books loaned since the library was established is 1,576.

The following books have been procured for the Teachers' Library:—

America, Travels in North, Hugh Murray, 2 vols.

Bible in India, Jacolliet.

Bubbles, by An Old Man.

Cæsar's Commentaries, translation and notes.

Charles and Marie, de Souza.

Comedies and Proverbs, Piotevin.

English Constitution, DeLolme.

English Prose, 4 vols.

Mrs. Falchion, Gilbert Parker.

Hebrew Commonwealth, John Jahn.

History, Lectures on Modern, Wm. Smyth, 2 vols.

Homer's Iliad, Pope's translation.

Inventions, History of, John Beckman, 2 vols.

Jeune Aveugle, Montolieu.

Lectures and Essays, Sir Stafford Northcote.

Mirror, the Edinburgh, 3 vols.

Moral Sentiments, and Origin of Languages, Adam Smith.

Poems, Lady Flora Hastings.

Poetical Quotations, Dictionary of, Sarah J. Hale.

Poets, British, Chaucer to Burns.

Political Cyclopædia, 4 vols.

Puritan Nomenclature, C. W. Bardsley.

School-room Rhymes, John Given.

Scripture Lands, Kitto.

Shakespeare, Age of, Seccombe and Allen, 2 vols.

Shakespeare, Readings from.
Shakespeare's Works, with notes, Carruthers and Chambers, 10 vols.
Woman's Work and Woman's Culture, Josephine E. Butler.
World, the, Adam Fitz-Adam, 4 vols.
Bible Encyclopædia, 3 vols.
Cooper's Novels.
George Eliot's Novels.
Miss Alcott's Works.
Life of Brant.
Great Englishmen.
Modern Banquet Orator.
Gospel Hymns.
Tackabury's Atlas.

The following in point print have been purchased for the Pupils' and Circulating Libraries:—

Robinson Crusoe, 2 vols.
King of the Golden River, Ruskin.
Captain January, Laura Richards.
The Day's Work, 2 vols., Kipling.
Twelfth Night, Rolfe's Notes.
Rebecca of Sunnybrook Farm, 2 vols.
The Virginian, 3 vols.
Selected Stories, Aldrich, 2 vols.
The Oregon Trail, 2 vols.
Handbook of Modern Japan, 2 vols.
That Preston Girl.

THE STAFF

Minister of Education (in charge) :
HON. R. A. PYNE, M.D., LL.D.

Deputy Minister :
A. H. U. COLQUHOUN.

Officers of the Institution :

H. F. Gardiner, M.A.....	Principal.
W. B. Wickens.....	Assistant Principal.
W. N. Hossie.....	Bursar.
J. A. Marquis, M.D.....	Physician.
B. C. Bell, M.D.....	Oculist.
Miss A. M. Rice.....	Matron.

Teachers :

W. B. Wickens.....	Literary.
P. J. Roney.....	do.
Miss C. Gillin.....	do.
Miss M. E. Walsh.....	do.
Ernest A. Humphries.....	Music.
Miss E. Moore.....	do.
Miss E. Harrington.....	do.
Miss E. Lee.....	Kindergarten and Domestic Science.
Miss L. H. Haycock.....	Knitting and Crochet.
Miss E. Loveys.....	Sewing and Netting.
Miss K. Burke.....	Assistant Knitting and Sewing.
T. S. Usher.....	Piano Tuning.

George A. Ramsay.....	Supervisor of Boys.
Miss M. J. Cronk.....	Visitors' Attendant.
Mrs. J. Kirk.....	Boys' Nurse.
Miss M. Stewart.....	Girls' Nurse.
J. B. Wilson.....	Engineer
G. G. Lambden.....	Carpenter.
G. Grierson.....	Baker.
D. Willits.....	Farmer and Gardener.

FARM, GROUNDS AND BUILDINGS.

The outside woodwork of the western half of the main building was painted during the summer, and the barn and stables and workshop were also painted. New outside doors were provided for the workshop and western entrances to the main building. Hardwood floors were laid in the kitchen hall, boys' lavatory and one of the music rooms. Two of the doors were enlarged to facilitate the moving of the pianos. The usual amount of painting, oiling and kalsomining was done inside.

A new implement shed was erected, and the small tool house was removed. A covering of wood and tar paper was put around the cement silo to exclude frost. A handsome verandah was added to the Principal's residence. An ice-house is under construction. Owing to pressure of work in the Public Works Department it was not found possible to undertake the change in the heating system, for which an appropriation was made by the Legislature. A new lavatory was equipped in connection with the hospital, and several pipe drains were taken up and relaid. The flat roof of the bell tower was thoroughly repaired, and missing and broken slates were replaced where needed. Considerable work was done upon the eavetroughs and conductor pipes.

Outside, one of the most important improvements was the installation of seven electric arc lights for lighting the grounds, which were formerly not only dark but dangerous. The spruce trees bordering the centre walk and the grove near the Brant Avenue entrance have been trimmed, thus greatly improving their appearance and allowing light and air to circulate. The centre walk from St. Paul's Avenue to the farm crossing and a portion of the walk on the hill were rebuilt in cement, and cement steps were constructed at the west end door. Twenty-five elm trees were planted on St. Paul's Avenue, but there is little encouragement to continue work in that line, since the civic authorities permit the mutilation of beautiful trees to make room for trolley poles and feed wires. The boys' walk from the farm crossing to the top of the hill was taken up and laid with new scantling, the grade being improved.

The abundant rain in the fore part of the season ensured good crops of wheat, oats, corn, potatoes, and roots; the garden vegetables turned out well; the apples, though not of the best quality, are abundant.

VISITORS.

Many visitors from various parts of Canada, and not a few from the United States, are shown through the class rooms and any other portions of the buildings they care to see. From their expressions of opinion, they seem to be well satisfied with the work the Institution is doing, and will say a good word for the school when opportunity arises. They are made welcome from 9 a.m. to 4 p.m. on Mondays, Tuesdays Wednesdays, Thursdays and Fridays, but not on Saturdays or Sundays.

While the parents and other relatives of the pupils are at liberty to come at any time, it is proper to remind them that they cannot be lodged in the Institution.

H. F. GARDINER,
Principal.

BRANTFORD, October, 1906.

PHYSICIAN'S REPORT.

HON. R. A. PYNE, M.D., *Minister of Education for Ontario:*

SIR,—I have the honor to submit my annual report as Physician to the Ontario Institution for the Blind.

The past year has been an uneventful one, in that with very few exceptions the officials and pupils have been singularly free from serious illness. The pupils have not only kept free from disease, but have in many cases been greatly improved in general health and appearance. This fact speaks well for the diet and general regulation of the Institution, with its regular hours for retiring, meals, work, recreation, etc.

There has been a noticeable improvement in the physique of many of the boys particularly, during the past year. This is due to the work of Mr. George Ramsay, who has charge of the physical training classes. The interest taken in games has been quite remarkable and certainly must tend to better the physical and mental tones of those who become interested. Some such special supervision among the girls would, I think, be followed by good results.

During the early part of the past session we had a few cases of whooping cough.

During the summer there have been improved plumbing conveniences added to the Isolation ward, situated over the workshop. This makes it fairly complete, and contagious diseases can now be well handled without taking the patients from the grounds.

I have the honor to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

BRANTFORD, Sept. 1st, 1906.

OCULIST'S REPORT.

To HON. R. A. PYNE, M.B., *Minister of Education:*

SIR,—I have the honor to submit my report as Oculist to the Ontario Institution for the Blind.

On March 29th and 30th I examined as follows:—

	Males	Females	Total
New pupils.....	13	9	22
Pupils re-admitted after an absence.....	3	4	7
Old pupils.....	12	12	24
			—
Total examined.....			53

There was no question as to the eligibility of any of the pupils just entering, but one old pupil, from whom I removed a degenerated eye which had been a menace to its fellow, I reported, might safely continue his education at a public school, as there was no longer any danger to his good eye.

The usual number of pupils blind from infancy, but delaying attendance at the Institution until anywhere up to the age of twenty, are in evidence. It seems impossible to impress the parents of many of these children with the importance of beginning their proper education early in life. I must add, though, that the Principal deserves credit for the improvement he is bringing about in this respect.

A number of acute eye and ear troubles required my attention during the year, but in nearly all the cases the pupils recovered their former condition. There was an agreeable absence of contagious eye troubles, not one having been brought to my notice.

Respectfully submitted,

B. C. BELL.

BRANTFORD, Sept. 4th, 1906.

LITERARY EXAMINER'S REPORT.

HON. R. A. PYNE, M.D., *Minister of Education*:

SIR,—In submitting the report of my examination of the literary department in the Ontario Institution for the Education of the Blind, there is very little of a general nature to state.

In the Kindergarten work the classes are large enough to engage the attention of more than one teacher. Miss Lee does exceedingly good work, and in an ordinary school she would find the class small enough, but in this Institution the conditions are so different that an assistant would be most valuable. We find here children very young and in the same class an occasional pupil fifteen or sixteen years of age. This may be accounted for in part by the fact that parents from natural affection towards a child, especially one with some defect, are reluctant to let such a one leave home until they realize that something must be done for their offspring. Thus a child of fifteen or sixteen must begin with one of seven or eight. If parents knew the nature of the training at this Institution, they might be induced to part with their children earlier in life.

Again, we find boys or girls of foreign extraction. Sometimes these are very quick to learn, but they require special attention. In this class, among those of French origin there is one boy who last October knew no English, but, for all that, passed a very creditable examination in English Reading, so good an examination in fact that he was allowed full marks.

One little fellow was present with his left hand and left side partially paralyzed. It was impossible for him to trace the letters in reading, without a guiding hand.

From such instances one may gather that progress must be slow, and that the services of an assistant Kindergarten teacher would prove very valuable.

The change in spelling book, recommended in my last report, has been adopted, and an authorized Canadian edition is now used.

The recommendation in my last report, in reference to Latin, also has been acted on, and though the ground covered is not extensive, yet a very promising beginning has been made.

A detailed statement of the work of the various classes during the four days' examination, held from June 12th to 15th, inclusive, will be found in the following:—

MR. WICKENS' CLASSES.

Arithmetic.—Simple questions in fractions. This class consists of seven boys and nine girls with great variety of ability. Three of the pupils obtained perfect marks, the percentage of the class ranging from 0 to 100 with an average of 63.

Geography.—British Empire. In this class of eight boys and fifteen girls the answers generally were good and showed careful study, though some were poor, the marks ranging from 17 to 100 per cent., and averaging 76.

Reading.—This is the senior class and consists of six boys and ten girls. The book of selections is in point print. The marks assigned were from 50 per cent. to 85, with an average of 67. The pupils were examined in a piece of several lines, and afterward, to show that they had not memorized the work, detached lines were selected for them to read, and they stood the test very creditably.

Latin.—First conjugation; first and second declensions, nouns and adjectives. Though the ground covered is not very extensive, the work has been done thoroughly and the results are highly satisfactory. The class of six boys and twelve girls answered with great readiness and accuracy, all but two obtaining full marks.

Bible Geography and History.—The period covered is from the end of the Old Testament to the beginning of the New Testament. This class consists entirely of boys, twenty in number. High marks were obtained, from 50 per cent. to 100, the average being 84.

Spelling.—There are four divisions in this class, composed entirely of boys, consisting respectively of nine, eight, five and four pupils. The marks assigned to these four divisions were respectively 78, 83, 77 and 81 per cent., being an average of about 80.

MR. RONEY'S CLASSES.

Arithmetic.—Subtraction, multiplication to 12 times 20; easy problems. In this class there are three divisions containing seventeen pupils (nine boys and eight girls) with great variety of ability, the marks varying from 25 per cent. to 100, with an average of 76. This junior class has much good material.

English Grammar.—Parts of speech and the analysis of simple sentences. There are twelve boys and nine girls in the class, and with the exception of two the pupils have a grasp of the work. Some of the class are exceedingly bright. The marks assigned were from 0 to 100 per cent., averaging 74.

Geography.—Canada, particularly Ontario. Map and book work of the Public School Geography. This is a junior class of nine boys and four girls. The answers indicated excellent work, two pupils obtaining full marks. The pupils were graded in marking from 67 per cent. to 100, with an average of 85.

Reading.—Embossed Readers, I., II., III. This class of eight boys and eight girls has several good readers, as is indicated by the marks from 40 to 95 per cent., with an average of 75.

Writing.—This is a senior class of eleven boys and twelve girls, and the results are very creditable. The importance of writing cannot be too strongly emphasized. The pupils obtained in marking from 35 to 95 per cent., making an average of 75 per cent.

MISS WALSH'S CLASSES.

Arithmetic.—Fractions, measurements of rooms, carpeting, general problems. This is a senior class of six boys and ten girls, and some of the pupils are very quick in calculation. Several took full marks, the range being from 10 per cent. to 100, giving an average of 73 per cent.

English Grammar.—The work for this intermediate class consists of definitions, the indicative mood and the parsing of simple sentences, and the ground has been well covered. The marks were from 35 per cent. to 100, with an average of 78 in a class of five boys and ten girls.

Geography.—This junior class of fifteen boys and eleven girls have had for their work definitions, Ontario, physical features, railways, products, New Ontario, provinces with capitals, etc. The pupils are greatly assisted by the use of the dissected map, which tends to make the study of geography more practical. It certainly adds interest to this very important subject. The marks varied from 38 to 100 per cent., the average being 78 per cent.

Reading.—There are two divisions in this class, the senior, consisting of two boys and four girls in the Third Reader; the junior, one boy and three girls in the Second Reader. As the class is small more individual attention is given to the pupils—a distinct advantage, as is shown by the high marks received from 60 to 100 per cent. with an average of 90.

Writing.—In this class of six boys and ten girls the work consists in writing single words, with the use of small letters, though some try capitals. The marks varied from 20 per cent. to 80, with an average of 45 per cent.

Object Lessons.—A very interesting half-hour was spent with this class of young pupils, seventeen boys and twenty-two girls. The attention in this large class was exceedingly good and they manifested much ability in describing the manufacture of carpets, pianos and other articles. By the use of stuffed birds and four-footed animals they were able to give a description of the Eider Duck, Horned Owl, Wild Turkey, Ferret and others. The answers on the whole were very creditable, especially considering the size of the class.

Bible History.—First six chapters of St. John; parables and miracles from Matthew, Luke and Acts. This class is composed of four boys and twelve girls, all Roman Catholics. The marks ranged from 50 per cent. to 100, with an average of 87 per cent.

Spelling.—This class of nine Roman Catholic girls showed excellent results in the work of spelling, as found in twenty pages of Gage's Speller, all but one obtaining full marks. Here again the small number in the class admits of more personal teaching.

MISS GILLIN'S CLASSES.

Arithmetic.—Multiplication tables to twenty times twenty; weights and measures; simple rules and problems. In a class of eight boys and eight girls the marks ranged from 27 per cent. to 98, with an average of 66 per cent.

English Grammar.—This is a senior class of three boys and eight girls, most of whom showed good preparation in work which comprised the history of the language, a review of definitions, with false syntax, parsing and analysis. The marks assigned were from 40 per cent. to 96, averaging 75 per cent.

Geography.—The work in this subject has been thoroughly done, embracing the United States and South America in detail, and outlines of Mexico, Central America and the West Indies. In a class of three boys and nine girls, four obtained full marks, the rest from 67 per cent. to 92, the average of the class being 86 per cent.

Writing.—The work consists of letters and simple words with pencil and grooved card. There are eight boys and ten girls in this class of juniors. The marks varied from 5 per cent. to 80, with an average of 37 per cent.

English History.—Twenty-four chapters of Justin McCarthy's "History of Our Own Time." This class of ten boys and twelve girls showed marked proficiency and careful training as indicated by the very high average in marks of 93 per cent.

Canadian History.—From the Treaty of Paris, 1763, to the end of the War of 1812-14. The pupils in this class are the same as in English History and have done highly creditable work, receiving marks from 34 per cent. to 100, with an average of 87 per cent.

Bible Geography and History.—The class of eighteen girls passed a very creditable examination of the portion studied, embracing four hundred years between the Old Testament and the New Testament. All did well, the marks averaging 97 per cent.

Spelling.—Gage's Practical Speller, Part I., thirty-three sections; Part V., eight sections. This class of twenty girls acquitted themselves well, taking from 50 per cent. to 100, with an average of 87 per cent.

English Literature.—The pupils in this subject are excellent students and eminently successful. They have evidently done their work thoroughly, difficult though it has been, including the history of American literature from 1620 to 1861; names and locations of Canadian Universities, as well as Shakespeare's play "Hamlet." The pupils without exception (eight boys and eighteen girls) showed an appreciation of the various characters portrayed in this tragedy and passed a highly creditable examination, the average marks being 94 per cent.

Some type-written samples of English composition were submitted for examination, both the compositions and the type-writing being the work of the pupils. Both the subject matter and the mechanical work were excellent.

MISS LEE'S CLASSES.

In the Kindergarten class we found an interesting family of thirteen boys and six girls engaged in picture sewing, mat weaving, paper folding, cutting and pasting, bead stringing, leather lacing, raffia, gift lessons with blocks, making models in clay, etc.

The children are taught to memorize poetry, some of which they recited very well indeed, showing careful training.

The class room is furnished with a piano which is used to accompany the scholars in their musical exercises. Under the guidance of Miss Lee at the piano, the children sang several selections with the sweet effect that only children can produce.

The pupils were examined in the following literary subjects:—

Arithmetic.—Counting by odd and even numbers, addition from one to thirteen, subtraction, multiplication to five times, examples. In this class there are three divisions. The marks assigned were from 50 per cent. to 100, with an average of 87 per cent.

Reading.—There are several divisions in this class of fourteen boys and six girls, some of them remarkably bright. For example, a boy of French origin knew no English last October, but is now one of the best readers in the room. Some require assistance in guiding their hands while tracing the letters, but the majority have overcome that difficulty. The marks assigned varied from 40 per cent. to 100, the average being 76 per cent.

Bible Geography and History.—This class of eleven boys and five girls answered exceedingly well the questions on their work that included the names of the books in the Bible classified, the Apostle's Creed, Lord's Prayer, Ten Commandments, the Beatitudes, Psalms, I., XIX., XXIII., CXVII. The average mark was 98 per cent.

Spelling.—Steps in the Phonic System, words of three letters, mixed words, names of familiar objects. Thirteen boys and six girls compose this interesting class. Average, 98 per cent.

MISS HAYCOCK'S CLASSES.

Bible Geography and History.—This is a bright class of fifteen girls. The answers were excellent, on work including Exodus, Leviticus and Numbers in outline. The marks ranged from 50 per cent. to 100, with an average of 93 per cent.

Spelling.—The work in this class consists of the first twenty-three pages of Gage's Speller, and words pronounced alike with different meanings. In this room there are seventeen girls, most of whom did very well, the marks ranging from 34 per cent. to 100, with an average of 80 per cent.

MISCELLANEOUS.

In addition to these subjects which belong to the literary department proper, there are other branches that occupy the attention of many of the pupils, and, as I was requested to inspect the work, a brief report is here appended.

Under the direction of Miss Haycock, assisted by Miss Burke, forty-one girls receive instruction in knitting and crochet work, and great credit is due to both the instructress and the instructed for the fine samples of their skill.

In Domestic Science, Miss Lee has a class of six girls whom she instructs in the care of the kitchen, setting the table, cooking, dish-washing, dusting, and other branches of ordinary housekeeping.

In the sewing room a class of twenty receive useful lessons in sewing and some in netting from Miss Loveys, assisted by Miss Burke.

In bead-work, Miss Cronk teaches a class of twenty-two boys, with excellent results, and Miss Hepburn (a pupil teacher) takes charge of twenty-nine girls very successfully.

The work in physical culture is under the direction of Mr. Roney and Mr. Ramsay, the former having a class of fifty-three girls, arranged in three divisions. A class of fifteen girls gave an exhibition in club-swinging, bar bells and marching, showing careful training. The boys, to the number of twenty, showed to advantage in dumb bell exercises and marching, the evolutions being marked by vigor and precision. Both Mr. Roney and Mr. Ramsay have produced good results in their classes.

A most important branch remains to be mentioned, where a class of 21 boys may be found busily occupied in the workshop. Here instruction is given by a person who for a generation or more has proved most faithful in the discharge of the duties devolving on him—that is Mr. George Lambden. The rooms are kept remarkably clean and in excellent order. Some of the boys are taught the uses of willow and cane for chairs and other articles, while others are engaged in making hammocks and similar goods, for which there is a fairly remunerative market. Although the pupils enter heartily into the work and apparently enjoy it, yet, if a small percentage were allowed them of the proceeds from the sale of goods made by them, it would be an incentive to greater activity. This suggestion may be worthy of consideration on the part of the Minister of Education.

In conclusion, I would acknowledge the courtesy shown me by Principal Gardiner, the faculty and other officers of the institution, which served to make enjoyable the otherwise somewhat arduous duties of examiner.

I have the honor to be,

Sir,

Your obedient servant,

S. F. PASSMORE.

REPORT ON MUSICAL INSTRUCTION.

HON. R. A. PYNE, M.D., *Minister of Education*:

SIR,—I beg to submit the result of my examination of the Musical Instruction given at the Ontario Institution for the Blind, Brantford.

The examination was held on the 30th and 31st of May, 1906, and conducted under the following heads:—Piano, Organ, Theory of Music (Harmony, Counterpoint and Musical History), Singing and Vocal Class. Some work of the members of the graduating class in piano tuning was also heard. Sixty pupils have been studying music during the last year, of whom fifty-nine took up the piano, nine the organ, two singing and nineteen musical theory. With the exception of two, each one was heard by me separately. As in former years, several of the students availed themselves of the local examinations of the Toronto College of Music. Thirteen presented themselves this year and passed the examinations; the results are incorporated in this report.

The Piano course of the O. I. B. has pupils in every stage of development, from beginners to graduates. One finds, of course, among so many, talents in varying degrees, but it is pleasant to note that, while the more

gifted pupils are being well taught, the others, with less talent, are by no means neglected—all being carefully grounded in the essentials of touch, technique and musical expression.

The grades are from I. to IV., each with subdivisions A, B, and C. In Grade I. there are 28 pupils—16 in Class A, 6 in Class B, and 6 in Class C. Of the sixteen pupils in Class A (the lowest) two may be singled out from the others as being very promising, five as being somewhat less so, and eight who only do fairly well. One was not heard. Of these latter, four are adults who are taking a little piano work in connection with tuning. In Class B there are six pupils; three are fairly bright and are doing well; the others are slower. Of the six pupils in Class C, two are capable, two are fair, one is very slow; the last was not heard.

In grade II. there are nine pupils—four in Class A, three in Class B, and two in Class C. Of the four pupils in Class A, two are doing very well and the other two fairly well. Of the pupils in Class B, one is good and two are fair. Both of the pupils in Class C are doing well; one of them passed with first-class honors the first examination of the Toronto College of Music and the other gives much promise.

In the third grade are twelve pupils; seven in Class A, three in Class B, and two in Class C. Three of the pupils in Class A passed the first examination of the Toronto College of Music with first-class honors, and one of these three must be noted as being exceptionally promising; another passed the same examination with honors, and another obtained pass standing; the other two pupils in Class A do fair work. Of the three pupils in Class B, one passed with honors the Toronto College of Music first examination; the other two are doing fairly well. One of the two pupils in Class C passed the Toronto College of Music second examination; the other does fair work.

In grade IV. are nine pupils; two in Class A, five in Class B, and two in Class C. The two pupils in Class A passed the second examination of the Toronto College of Music, one with honors. Of the five pupils in Class B, one has passed with first-class honors the Toronto College of Music third examination; three play fairly well; the other has a weak technique. Of the two pupils in Class C, one of them, Miss Mary Macdonald, was this year awarded the Piano Diploma of the College of Music; the playing of the other is fair.

The single pupil in grade V. (the highest), Miss Hester Ponting, has, with Miss Macdonald, obtained the Piano Diploma of the Toronto College of Music. Without being exceptionally brilliant, these young ladies are good players, and during the last few years have been conscientious students. Their reward is well merited.

The pupils in the Organ class are divided into grades II., III. and IV. In grade II. are two pupils, neither of whom could appear. In grade III. there are six pupils. Of these, three are playing quite well, one particularly so; the other three are fair. The one pupil in grade IV. played some French music in a brilliant manner.

The pupils in Musical Theory (under Miss Moore) are divided into three classes, A, B, and C. Of the ten pupils in Classes A and B, nine of them passed the First or Second Theory examinations of the Toronto College of Music. The four pupils in Class A, who are doing advanced work, all passed the second examination of the College, working papers in written and practical harmony, counterpoint and musical history. Three of these pupils did remarkably good work in counterpoint and history, obtaining 80

per cent. and more of the marks, and standing near the head of the list among this year's successful candidates of the Toronto College of Music. Of the six pupils in Class B, five passed the first theory examination of the Toronto College of Music, three of them scoring high percentages. The junior pupils of Class C worked papers set for them in harmony and history. The average mark obtained in Harmony was 64 per cent., and in History 36 per cent. The lower average in this class, when set against the more satisfactory showings of the diploma candidates, would seem to indicate the stimulus exerted by examinations.

Two pupils were examined in singing this year. Neither could give evidence of any training, although each is the possessor of a fair voice. It would be to the advantage of the O.I.B. if more attention were given to solo singing.

The choral class again demonstrated how much enjoyment the students derive from part-singing. Four part songs by modern composers were nicely sung, showing that much pains had been bestowed by Mr. Humphries in keeping up the standard of this part of the Institution's work.

At the morning devotional exercises, the hymns were heartily sung to the accompaniment of the organ, which was capably played by one of the organ pupils.

Mr. Usher, the Instructor in Piano Tuning, is maintaining the good work of his predecessors. Nineteen of the students are at various stages in the tuning course. The work of two or three of the most advanced was seen and found to be excellent.

The teaching of Mr. E. A. Humphries, the Musical Director, and of his assistants, Miss Moore and Miss Harrington, as seen in the performances of their pupils, reflects much credit upon them. The standard is well maintained, and seems likely to be continued; and there is a spirit of hearty emulation among the students which one is pleased to see.

I have the honor to be,

Sir,

Your obedient servant,

W. E. FAIRCLOUGH.

TORONTO, August 29th, 1906.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1906.

I. Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872.	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	58	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141
“ “ “ 1906.....	71	76	147

II. Age of Pupils.

	No.		No.
Five years.....	1	Seventeen years.....	4
Six “.....	2	Eighteen “.....	8
Seven “.....	4	Nineteen “.....	8
Eight “.....	3	Twenty “.....	6
Nine “.....	8	Twenty-one “.....	6
Ten “.....	9	Twenty-two “.....	3
Eleven “.....	10	Twenty-three “.....	5
Twelve “.....	7	Twenty-four “.....	3
Thirteen “.....	11	Twenty-five “.....	2
Fourteen “.....	10	Over twenty-five years.....	14
Fifteen “.....	14		
Sixteen “.....	9	Total.....	147

III. Nationality of Parents.

_____	No.	_____	No.
American.....	2	German.....	5
Canadian.....	74	Hungarian.....	1
English.....	29	Russian.....	1
Irish.....	16	Scotch.....	16
Italian.....	1	Unknown.....	1
Galician.....	1		
		Total.....	147

IV. Denomination of Parents.

_____	No.	_____	No.
Congregational.....	2	Roman Catholic.....	26
Baptist.....	6	Salvationist.....	3
Disciples.....	1	Lutheran.....	2
Episcopalian.....	42	Jewish.....	2
Methodist.....	35	Greek Catholic.....	1
Evangelical Association.....	1		
Presbyterian.....	27	Total.....	147

V. Occupation of Parents.

_____	No.	_____	No.
Agents.....	2	Laborers.....	32
Barber.....	1	Lawyer.....	1
Bartender.....	1	Machinists.....	2
Bricklayers.....	2	Manufacturer.....	1
Blacksmith.....	1	Merchants.....	5
Butcher.....	0	Millwright.....	1
Captain.....	1	Miner.....	1
Carpenters.....	5	Painter.....	2
Carter.....	1	Polisher.....	1
Clerk.....	1	Plumber.....	1
Civil Engineer.....	1	Policeman.....	1
Contractors.....	2	Plasterers.....	2
Cooper.....	1	Printer.....	1
Cook.....	1	Railway Employes.....	3
Carriage-builder.....	1	Repairer.....	1
Cabinetmaker.....	1	Shoemakers.....	2
Conductor.....	0	Tanner.....	1
Drover.....	1	Tailors.....	4
Electrician.....	1	Teacher.....	1
Farmers.....	40	Teamsters.....	3
Firemen.....	2	Telegraph Operator.....	1
Foreman.....	1	Traveller.....	1
Gardeners.....	2	Warehouseman.....	1
Government officers.....	1	Weaver.....	1
Gentleman.....	1	Unknown.....	3
Grocer.....	1		
Hostler.....	1	Total.....	147
Hotel-keeper.....	1		

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1906.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma.....	3	1	4	County of Norfolk.....	4	4	4
City of Belleville.....	1	1	1	“ Northumberland.....	2	1	3
County of Brant.....	2	2	4	“ Ontario.....	1	1	1
City of Brantford.....	2	2	4	City of Ottawa.....	2	2	4
County of Bruce.....	1	2	3	County of Oxford.....	1	2	3
“ Carleton.....	1	1	1	District of Parry Sound.....	1	1	1
“ Dufferin.....	1	1	1	County of Peel.....	1	1	1
“ Dundas.....	1	1	1	“ Perth.....	1	1	2
“ Durham.....	2	2	2	“ Peterborough.....	1	3	4
“ Elgin.....	2	2	2	“ Prince Edward.....	1	1	1
“ Essex.....	3	3	3	“ Prescott.....	2	2	2
“ Frontenac.....	1	1	2	“ Renfrew.....	2	2	2
“ Glengarry.....	1	1	1	“ Russell.....	1	1	1
“ Grenville.....	1	1	1	District of Rainy River.....	1	1	1
“ Grey.....	1	1	2	City of St. Catharines.....	1	2	3
City of Guelph.....	1	1	2	“ St. Thomas.....	2	1	3
County of Haldimand.....	1	1	2	“ Stratford.....	1	2	3
“ Haliburton.....	1	1	2	County of Simcoe.....	2	1	3
“ Halton.....	1	1	2	“ Stormont.....	13	15	28
City of Hamilton.....	2	1	3	City of Toronto.....	2	2	2
County of Hastings.....	2	1	3	County of Victoria.....	4	1	5
“ Huron.....	1	1	1	“ Waterloo.....	1	1	1
City of Kingston.....	2	2	4	“ Welland.....	1	1	1
County of Kent.....	5	2	7	“ Wellington.....	1	3	4
“ Lambton.....	2	2	2	“ Wentworth.....	1	2	3
“ Leeds.....	1	1	1	City of Windsor.....	2	2	2
“ Lanark.....	1	1	1	“ Woodstock.....	1	1	2
“ Lennox.....	1	1	1	County of York.....	1	1	1
“ Lincoln.....	1	1	1	*Province of Alberta.....	1	1	1
City of London.....	4	4	4	*British Columbia.....	2	1	3
County of Middlesex.....	2	3	5	*Manitoba.....	2	3	5
District of Muskoka.....	2	3	5	*Saskatchewan.....	71	76	147
District of Nipissing.....				Total.....			

*On Payments.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1906.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma.....	5	4	9	City of Guelph.....	4	3	7
City of Belleville.....	3	1	4	County of Norfolk.....	10	9	19
County of Brant.....	8	7	15	“ Northumberland.....	5	9	14
City of Brantford.....	16	10	26	“ Ontario.....	7	9	16
County of Bruce.....	9	11	20	City of Ottawa.....	17	2	19
“ Carleton.....	2	1	3	County of Oxford.....	7	11	18
“ Dufferin.....	2	1	3	District of Parry Sound.....	1	1	1
“ Dundas.....	3	3	6	County of Peel.....	2	1	3
“ Durham.....	4	4	8	“ Perth.....	5	10	15
“ Elgin.....	7	6	13	“ Peterborough.....	13	5	18
“ Essex.....	11	20	31	“ Prince Edward.....	6	2	8
“ Frontenac.....	5	2	7	“ Prescott.....	4	4	4
“ Glengarry.....	8	1	9	“ Renfrew.....	8	6	14
“ Grenville.....	2	2	4	“ Russell.....	3	3	6
“ Grey.....	9	12	21	City of St. Catharines.....	2	1	3

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1906.—*Continued.*

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
City of St. Thomas	3	2	5	District of Muskoka.....	3	.....	3
“ Stratford	3	1	4	County of Stormont.....	5	.....	5
County of Simcoe	11	11	22	City of Toronto	62	42	104
“ Haldimand	4	5	9	County of Victoria	8	2	10
“ Halton	6	3	9	“ Waterloo	12	5	17
City of Hamilton	14	19	33	“ Welland.....	6	4	10
County of Hastings.....	5	5	10	“ Wellington	10	8	18
“ Huron	12	10	22	“ Wentworth.....	9	10	19
City of Kingston	7	4	11	“ York.....	18	16	34
County of Kent	10	6	16	*Province of Quebec.....	4	1	5
“ Lambton	18	6	24	*North-West Territory	1	4	5
“ Leeds	14	4	18	*United States.....	1	.....	1
“ Lanark	2	4	6	*British Columbia.....	1	.....	1
“ Lennox.....	4	1	5	*Manitoba.....	1	.....	1
“ Lincoln.....	3	3	6	*Alberta.....	.....	1	1
City of London	10	9	19				
District of Nipissing.....	6	4	10	Total.....	476	361	837
County of Middlesex	9	12	21				

* On payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1906.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	2	1	3	County of Norfolk .....	.....	3	3
City of Belleville.....	.....	.....	.....	“ Northumberland	1	1	2
County of Brant .....	.....	.....	.....	“ Ontario.....	1	.....	1
City of Brantford	2	1	3	City of Ottawa	1	2	3
County of Bruce	1	2	3	County of Oxford .....	.....	1	1
“ Carleton .....	.....	.....	.....	District of Peel Sound	1	.....	1
“ Dufferin .....	.....	.....	.....	County of Perry	1	.....	1
“ Dundas .....	.....	.....	.....	“ Perth.....	1	1	2
“ Durham .....	.....	.....	.....	“ Peterborough.....	.....	3	3
“ Elgin	1	.....	1	“ Prince Edward.....	.....	.....	.....
“ Essex.....	.....	2	2	“ Prescott	2	.....	2
“ Frontenac .....	.....	.....	.....	“ Renfrew .....	.....	.....	.....
“ Glengarry	1	1	2	“ Russell .....	.....	2	2
“ Grenville .....	.....	1	1	District of Rainy River.....	.....	1	1
“ Grey .....	.....	1	1	City of St. Catharines .....	.....	.....	.....
City of Guelph	1	1	2	“ St. Thomas.....	.....	.....	.....
County of Haldimand .....	.....	.....	.....	“ Stratford	1	2	3
“ Haliburton .....	.....	.....	.....	County of Simcoe	2	1	3
“ Halton .....	.....	.....	.....	“ Stormont .....	.....	.....	.....
City of Hamilton.....	1	1	2	City of Toronto	11	9	20
County of Hastings.....	.....	.....	.....	County of Victoria	2	.....	2
“ Huron.....	2	1	3	“ Waterloo	3	1	4
City of Kingston	1	.....	1	“ Welland.....	.....	1	1
County of Kent.....	1	1	2	“ Wellington .....	.....	.....	.....
“ Lambton	4	1	5	“ Wentworth.....	1	1	2
“ Leeds	2	.....	2	City of Woodstock .....	.....	2	2
“ Lanark.....	.....	1	1	County of York.....	1	1	2
“ Lennox.....	.....	.....	.....	Province of Alberta.....	.....	1	1
“ Lincoln.....	.....	.....	.....	British Columbia	1	.....	1
City of London .....	.....	.....	.....	Manitoba.....	2	1	3
County of Middlesex.....	.....	2	2	Saskatchewan.....	2	3	5
District of Muskoka .....	.....	.....	.....	
“ Nipissing	2	3	5	Total.....	55	55	1 10

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1906; compared with preceding year.

Item.	Service.	30th September, 1905 Average Attendance, 109.			30th September, 1906. Average Attendance, 110.		
		Total Ex- penditure, 1905.	Yearly cost of average 109.	Weekly cost of average.	Total Ex- penditure, 1906.	Yearly cost of average 110.	Weekly cost of average.
		\$ c.	\$ c.	c.	\$ c.	\$ c.	c.
1	Medicines, Medical Comforts	54 09	49	.9	64 58	58	1.1
2	Butcher's Meat, Fish and Fowls. .	1,424 26	13 06	25.1	1,594 89	14 49	27.7
3	Flour, Bread and Biscuits	524 78	4 81	9.2	413 60	3 76	7.2
4	Butter and Lard	978 25	8 97	17.2	1,144 41	10 40	20.
5	General Groceries	1,447 99	13 28	25.5	1,067 98	9 70	18.6
6	Fruit and Vegetables.	120 79	1 11	2.1	224 67	2 04	3.9
7	Bedding, Clothing and Shoes	416 61	3 82	7.3	437 60	3 97	7.6
8	Fuel—Wood, Coal and Gas	3,626 09	33 26	63.9	3,176 73	28 88	55.5
9	Light—Electric and Gas.	752 48	6 90	13.2	745 74	6 78	13.
10	Laundry Soap and Cleaning.	283 37	2 60	5.	231 84	2 10	4.
11	Furniture and Furnishings	642 06	5 89	11.3	529 29	4 81	9.2
12	Farm and Garden—Feed and Fodder	636 49	5 83	11.2	781 73	7 10	13.6
13	Repairs and Alterations	852 01	7 88	15.1	821 48	7 46	14.3
14	Advertising, Printing, Stationery, &c.	754 43	6 91	13.3	427 09	3 88	7.4
15	Books, Apparatus and Appliances	644 30	5 91	11.3	865 14	7 86	15.1
16	Miscellaneous, unenumerated . . .	804 75	7 37	14.1	1,170 64	10 64	20.4
17	Pupils' Sitzings at Church	100 00	91	1.7	200 00	1 81	3.4
18	Rent of Hydrants	160 00	1 46	2.1	160 00	1 45	2.8
19	Water Supply	309 45	2 83	5.5	277 75	2 52	4.8
20	Salaries and Wages.	17,674 72	162 15	311.8	18,018 58	163 80	315.
21	Repairs to Buildings, Furniture, &c.				376 73	3 42	6.5
		32,155 92	295 01	567.3	32,700 47	297 27	571.6

39th September, 1906.

Certified correct,

W. N. HOSSIE, Bursar.



ROBERT MATHISON, M. A.,
Superintendent and Principal,
Ontario Institution for the Deaf and Dumb,
September 13th, 1879, to September 30th, 1906.

APPENDIX K.—REPORT OF THE SUPERINTENDENT AND PRINCIPAL OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.

BELLEVILLE, 30TH SEPTEMBER, 1906.

HON. R. A. PYNE, M.D., *Minister of Education*, TORONTO, ONT. :

SIR,—I have the honor to present the Thirty-sixth Annual Report of this Institution, for the year ending 30th of September, 1906.

We have a larger attendance than we had last year and a greater number of new pupils are enrolled—the publicity effort made a year or so ago seems to be bearing fruit now. A greater interest is being manifested in the Institution judging by the numerous letters of inquiry received from all parts of the Province.

The thirty-sixth session began on September 19th with the usual simple ceremonies and under conditions that gave promise of a pleasant and successful term. On that day the pupils were gathered in from all parts of the Province, three coming from the "Soo," and all arrived safe and well, with no untoward incident to mar the journey. It was a very bright and happy lot of boys and girls that next morning assembled in chapel for the preliminary opening exercises. As Superintendent, I gave a few words of welcome to all present and was glad so many of the parents and friends had come with the pupils to see the Institution and the staff, and to judge for themselves as to whether or not their children are likely to be well cared for. It was, of course, hard for parents to part from their boys and girls and to place them for so long in the hands of others, yet this was one of the many sacrifices they must make for the good of their children, and they could rest assured that they would have the best of care and attention. It was a matter of pleasure to know that all the old pupils have the most kindly recollections of the Institution, and there was no doubt that most of them have here the best times of their lives. We all tried to make them so happy that when they grew up they would retain the most pleasant recollections of their school life and affection and regard for the officers and teachers. Parents could rest assured that their children would be looked after in the best possible way. They had regular hours for sleeping and eating, a reasonable amount of time for play and recreation, and plain, but good, food, and all they wanted of it. The best quality of meat, butter, bread and other victuals was provided for them, no distinction in this respect being made between the pupils and the officers and teachers. Those parents who are parting with their children for the first time would feel especially anxious about them, but they could notice how much at home all the old pupils felt and how happy and contented they were, and the new pupils would soon come to feel the same; in fact nearly all of them seemed quite at home already. All pupils are required to write home every three weeks during the session, and could write as much oftener as they desired. If parents wished to hear from their children more frequently all they had to do was to write to me

MARTIN'S STATUE OF DE L'EPEE AT THE PARIS INSTITUTION.



A statue to the memory of De l'Epee was erected in the garden of the Paris Institution, May 24th, 1879. It was executed and presented by a deaf-mute sculptor of the name of Martin. It represents the Abbe teaching a deaf-mute the Divine name which is inscribed with its dactylologic representation on a tablet which he holds in his hand.

and they would get a reply by return mail. If a child got sick, the parents would be notified at once, and would get word every day as long as it was ill. If its condition became dangerous, they would be at once summoned by telegraph to come to the Institution. Nothing was ever concealed from the parents, but the exact condition of the child was stated. We have a skilled physician and a trained nurse always in attendance, and nothing was left undone for the sick that skill and care could accomplish. Some of the old pupils who had been expected to return had not done so, which was regretted, and, no doubt, they would feel that way before many years. However, all were wished every success in life. The staff was the same as last year with one exception. During the vacation Mr. Forrester resigned and went to the Montana school; he had been a valued teacher here. His place will be taken by Mr. Rodwell, of the Devonshire, England, School for the

Deaf, and we are sure we will find him a good teacher and a genial companion. Miss Anetta Johnston has been appointed girls' monitor, her special duty being to look after the small girls outside of the class-rooms. She will also have charge of Mr. Rodwell's class till he arrives. Dr. Spankie's report of his official examination in June was gratifying and indicated a very satisfactory year's work, and a hope was expressed that they would all do even better this term and make it a record session. They were reminded again of the motto of the Institution, "The greatest happiness is found in making others happy," and if they all practised this motto every day he had no doubt that this session would be a very pleasant and successful one in all respects. Everything would be done to promote the physical, mental and moral welfare of the children and to fit them to act well their part in life. Several of the teachers then made short addresses of welcome, after which the classification of pupils was made, and the work began promptly in every class-room.

HISTORICAL SKETCH OF THE ORIGIN AND PROGRESS OF DEAF-MUTE EDUCATION.

During the past year we were favored with a visit from Dr. James Kerr Love, the distinguished Aural Surgeon of the Glasgow, Scotland, Royal Infirmary, who has made deaf-mutism a clinical and pathological study for many years. Dr. Love is an acknowledged authority in the old world on deaf-mutism in general, the ear and hearing, congenital deafness, acquired deafness, the diagnosis, prognosis and treatment of deaf-mutism. Dr. Love visited the prominent institutions in the Eastern States and Canada, making further researches in the matters enumerated above. Mr. Carnegie, the millionaire, set apart ten millions of dollars, the chief purpose of which was to give a free university education to deserving young students in the universities of Scotland. Part of this money was allotted for original research in medicine, science, history, etc. Part of the grant was offered to Dr. Love to enable him to make researches in connection with deaf-mutism, and with that end in view he has visited schools for the deaf in Great Britain, Germany, Austria and other countries. Dr. Love's visit to our Institution was one of great profit and pleasure. On the morning of his departure he made a short but interesting address to the officers, teachers and pupils in the chapel. He told them about his visits to the various schools for the deaf in Germany, Austria, Denmark and America, as well as in Great Britain, and he said that wherever he went he found that the deaf were being well cared for and liberal provision made for their education, the same as is done in Ontario. He could assure them, however, that at no other school that he had visited in any country had he seen better arrangements made for promoting the happiness of the deaf, for ensuring their success and welfare in life, and for developing in them the best ideals and highest personal character. From Dr. Love's writings, and other sources, is here presented many historical facts concerning the origin and progress of deaf-mute education.

"To instruct the deaf no art could ever reach,
No care improve them, and no wisdom teach."

The above couplet of the Roman poet Lucretius well represents the attitude of antiquity toward the deaf and dumb, and inspired as the ancients were by such sentiments, it is not to be wondered at that we read little of

any attempts to ameliorate their lot. Mention is made by Pliny of one Quintus Pedius, who was taught to paint, but this seems to be the only case during the classical age of even the slightest attempt at the education of the deaf. They were treated, not as "deaf," but as "dumb," and this dumbness was considered by the credulous people of that age, as it is in this, to be owing to some defect of the brain, some incapacity of the vocal organs, or, it may be, to the possession of some diabolical spirit, which rendered the poor "dummy" a being to be dreaded and shunned by everybody who did not wish to be defiled or corrupted, or who had any regard for the safety of his own body and soul. As a "dummy," therefore, our deaf man was treated—by the Spartans not suffered to live; by the Romans deprived of civil and legal rights; pronounced senseless by the great master of philosophy, Aristotle; and banned by the great apostle of Catholicism, Augustine, on the ground that as "Faith comes by hearing," it was impossible for the deaf man, not hearing the word of God, to have faith, and, therefore, according to the Pauline theory, he must be eternally damned. In spite of these opinions we find recorded many cases of "dumb" men recovering their speech, though, as Bulwer says, "the opinion of most men being that original deafness and dumbness is not curable but by miracle, it having never been done by any other than the Divine art of miracle-working faith," it seems doubtful whether the cases recorded were really deaf mutes in the modern sense of the word, and at this distance of time it is highly improbable that we shall ever be able to know. Mankind was not destined by its Creator to live forever in ignorance and superstition. The history of the human race shows a gradual progression from darkness to light, and the history of the education of the deaf is no exception to this rule. As Arnold says, "the Day Star, long desired and waited for, at last arose. He 'made the deaf to hear, the dumb to speak, and the blind to see.' " In the miracle of healing, as related by Mark, vii. 31-37, Arnold sees the beginning of the education of the deaf and dumb. It is worthy of note that our Lord in performing this miracle makes use of various outward signs doubtless, as a learned commentator remarks, "with special regard to each particular case, so as to produce the deepest and most lasting effect, or to draw out the faith of the sufferer." His action was in strong contrast to that of His misguided follower St. Augustine, who could not see that faith was possible by means of the outward sign as well as by the spoken word. Our Lord's example did not find many immediate followers. Professor Ramsay in his *"Christianity under the Roman Empire,"* relates the miracle of the dumb man of Khonai as follows:—"From Hierapolis the two Apostles (Philip and John) went to Khairitopa. Long before the church was built, a small chapel existed on the spot. It was the work of a pagan, a native of Laodicea, who became a convert after his dumb daughter was cured and made to speak by the miraculous fountain." Then we have the story, as related by the Venerable Bede, of how St. John of Beverley, who lived in the eighth century, taught or cured a deaf youth; and, as many writers on the subject seem of the opinion that this was the first attempt to teach a deaf mute to speak, and, therefore, the beginning of the oral system, we give the story for what it is worth. "When he came he asked him to put out his tongue, took hold of his chin, and made the sign of the cross on his tongue. When he had thus crossed and blessed it, he ordered him to draw his tongue back, and to speak, saying, 'Speak me one word; say Yea, Yea.' And forthwith the ligaments of his tongue were loosened, and he spake as he was commanded. The bishop then tried him with single letters, and asked him to

say A, and he said A; to say B, and he said B, etc.; and when he had pronounced these correctly, the bishop gave him syllables and whole words to speak. After he had pronounced all these distinctly, he made him speak long sentences, which he did." It must remain an open question, as Hartmann says, whether this was indeed a first attempt to teach a deaf mute to speak; Arnold, following Walther and others, holds that it was a real attempt, though the credulity of the people at those times ascribed it to a miracle. It is not at all improbable that the good bishop really attempted to teach the deaf man to speak, for it is known that he was deeply learned in the sciences and arts as practised in that generation, and which were not so inconsiderable as we may be disposed to think. Despite the dictum of Aristotle and of Augustine, the true relation between deafness and dumbness was not unknown even at that early age, for Mygind mentions that "Alexander of Aphrodisias, a medical author, not particularly well known, who lived in the third century after Christ, seems to have understood the relation between deafness and dumbness. He rejects Aristotle's doctrine of a connection between the nerves of the ear and the organs of speech, and states that it is want of hearing that deprives the deaf mute of the power of speech." Had Bishop John obtained any inkling of the doctrines of this obscure author, and did they set his mind cogitating on the subject when brought into actual contact with a deaf mute? St. John and his compatriots were not merely unlearned shepherds wandering over the northern wilds, teaching a people still wilder than themselves. They inherited the traditions and the culture of the Culdees, that Irish priesthood which was once famous all over Europe for learning and piety. Men thought for themselves, and, aided by the shrewd northern mother wit, it is quite possible that the good bishop had made some progress toward the evolution of a method for educating the deaf. To ascertain the origin of the art in the isolated but successful attempts we read of, it would be difficult to assign the precise period of this invention, for many isolated cases of successful tuition must have occurred, and yet have been unknown to their contemporaries, and still more so to their successors. It is only to chance that we owe the example quoted by Rudolph Agricola:—"I have seen," he says, "an individual deaf from birth, and consequently mute, who had learned to understand everything that was written by others, and who himself expressed all his thoughts by writing, just as if he had the power of speech." That such a thing was incredible seems to have been the general opinion even of the learned of that age, for we read that "Ludovic Vives, a learned Spaniard, treats the account as a myth, because he thought it impossible." To Jerome Cardan (born at Pavia, in 1501), physician by profession, philosopher and mathematician by natural taste and genius, belongs the honor of placing the theory of the instruction of the deaf on a sound and lasting basis. The great work that he accomplished, so far as it related to the deaf and dumb, consisted in his demonstrating that connected thought and reasoning is possible without the intervention of the spoken word, a doctrine the converse of which, following Aristotle and the schoolmen, was generally held by the learned of that age, and is not quite banished even in this. Thus Cardan laid down the principle which the experience of several generations of silently taught deaf mutes abundantly confirms, namely, that a deaf mute can be rendered capable by education of "hearing by the eye and of speaking by writing. He can conceive, for example, that the word *bread*, as it is written, signifies this object when it is shown to him, and his memory will retain this signification. He is able to put down his thoughts in writ-

ing, and also receive and comprehend the thoughts which others express in writing." Hence, he argues, that the deaf mute ought to be taught to read and write; for, though the enterprise is no doubt difficult, it is, notwithstanding, possible. Not only so, but a great number of ideas can be expressed by mimic signs. With hearing people, writing is associated with the spoken word, and through the spoken word with the thought; but it is possible to associate the written word directly with the idea or thought, without the intervention of the spoken word, as it is done, for example, in hieroglyphic writings, of which the character is entirely of an ideographic nature. And he further adds, "Deaf mutes know and honor God, and, since they have an intelligent soul, nothing should hinder them from cultivating the arts and sciences, and achieving the highest attainments."

How different this from the dictum of a modern philosopher, Max Müller, whose terse epigram, "Without speech no reason," would condemn a large class of intelligent human beings to the category of brute beasts? Cardan's speculations resulted in no practical work for the deaf, so far as he himself was concerned. He was a theorist rather than a practical teacher; but the good seed was sown, and soon began to germinate, though in another country than his own. Within a century from the time when Cardan's speculations were published, a trio of distinguished men arose, whose work has exercised a most profound influence on the cause of the education of the deaf for all time. These three men were the Spaniards, Pedro Ponce de Leon, Ramirez de Carrion, and Juan Pablo Bonet. The former of these, Ponce de Leon, is said to have been born at Valladolid, in 1520, and to have belonged to one of the most noble families in Spain. Becoming a Benedictine monk, firstly in the monastery of S. Benito, at Sahagun in Leon, and afterwards in that of S. Salvador, at Oña, not far from Burgos, he taught with success several youths of noble families to write, speak and read the lips. What led to his taking up the task is not known, nor can it be said with certainty whether he was an original discoverer of the methods he used, or whether he learnt from someone who preceded him. The probability is that, as with other discoveries and inventions, he, aided by chance hints derived from an extensive reading in all that was known of philosophy and science, discovered for himself the way to teach this class. At any rate, he seems to have been remarkably successful, for we read that he claimed to have taught his pupils to "speak, read, write and reckon; to pray, to assist at the mass, to know the doctrines of Christianity, and to know how to confess themselves by speech; some of them also to learn Latin, and some both Latin and Greek, and to understand the Italian language; and one was ordained, and held office and emolument in the Church, and performed the service of the Canonic Hours; and he also, and some others, arrived at a knowledge of natural philosophy and astrology; and another succeeded to an estate and marquisate, and entered the army, and in addition to his other attainments, as has been related, was skilled in the use of all kinds of arms, and was especially an excellent rider. And besides all this, some were great historians of Spanish and foreign history; and, above all, they were versed in the Doctrine, Politics and Discipline from which Aristotle excluded them." The results here detailed are, to say the least, remarkable, and Mr. Farrar—himself a deaf-mute of much learning and ability, and from whose excellent Historical Introduction to the English translation of Bonet's work is culled the preceding paragraph, says: "We might well doubt the startling results he tells us he obtained with his scholars, for admittedly they greatly exceed anything we can point to

in our day. Considerable allowance must be made in the case of one who, having achieved what had hitherto been held to be impossible, was naturally desirous of making the most of it. An exuberant imagination and Castilian boastfulness have produced a picture full of brilliant effects. But it agrees in the main with the independent testimony of the various eye-witnesses which we have quoted. And, when all due qualifications have been made on account of their inflated style, and the facts sifted and shorn of some of their gilding, the results are sufficiently remarkable to excite interest and respect, and sustain Ponce de Leon's claim to be regarded as the first to create a method which rendered speech of practical value to deaf mutes, and so upset the theories which had long prevented its application." The method of Ponce de Leon seems to have been to first teach the pupil to "write the names of objects, then articulation, followed by the association of the written words with their spoken forms." Writing thus had a prominent place. Lip-reading does not appear to have had any attention as a regular accomplishment, its place being taken by signs. There is no distinct trace of the use of a manual alphabet. Ponce de Leon died in 1584, and in 1620, thirty-six years after his death, appeared Bonet's famous book *Reduccion de las Letras*, etc., a work which, in the absence of Ponce de Leon's own account of his method, which was, so far as known, never published, and seems to have been destroyed, the first published method of educating the deaf and dumb. A well-executed translation from the original Spanish, by H. N. Dixon, M.A., F.L.S., with a Historical Introduction by A. Farrar, F.G.S., is now obtainable. Carrion, a contemporary of Bonet's, published a work in 1629, in which he claims to have instructed several deaf mutes, including Luis de Velasco, whom Bonet has generally had the credit of instructing. The question is fully discussed by Mr. Farrar in his introduction to the translation of Bonet's work. Sir Kenelm Digby, a gentleman of intelligence and learning, who formed one of the brilliant suite which accompanied Charles, Prince of Wales, to Madrid, saw the results of Bonet's work, and in his *Treatise on the Nature of Bodies*, published in Paris and London, 1644 and 1645, related, for the benefit of his countrymen, some of the wonderful things he had seen, and, amongst others, that of "the Spanish lord, who was born deafe, that if a gun were shot off close to his eare he could not heare it, and consequently he was dumbe; for, not being able to heare the sound of words, he could neither imitate nor understand them." After describing how this young man had been brought to such perfection of speech and lip-reading, that "he would not lose a word in a whole day's conversation," he says, "It is true, one great misbecomingness he was apt to fall into whilst he spoke, which was an uncertainty in the tone of his voice; for, not hearing the sound he made whilst he spoke, he could not steadily govern the pitch of his voice, but it would be sometimes higher, sometimes lower; though, for the most part, what he delivered together he ended in the same key as he began it. But when he had once suffered the passage of his voice to close, at the opening of it again, chance, or the measurement of his earnestness to speak or reply, gave him his tone, which he was not capable of moderating by such an artifice, as is recorded Caius Gracchus used when passion, in his orations to the people, drove out his voice with a too great vehemency or shrillness. He could discern in another *whether he spoke shrill or low*, and he would repeat after anybody any hard word whatever, which the Prince tried often, not only in English, but by making some Welshmen that served his highness speak words of their language, which he so perfectly echoed that I

confess I wondered more at that than at all the rest, and his master himself would acknowledge that the rules of his art reached not to produce that effect with any certainty." It seems very strange and unaccountable that a man who could not hear the sound of a gun fired close to his head should be able to discern in another whether he spoke shrill or low, while he could not hear his own voice sufficiently to modulate it. Deaf persons who possess a little hearing can generally perceive the sound of their own voices better and sooner than they can perceive that of others. The only explanation that seems possible is that he judged of the loudness of the sound by the visible external signs of exertion which the speakers would unconsciously put forth, and which his trained eye would easily detect, while those around him; who, like Digby, were unacquainted with what is possible in this direction, and were too much overcome with amazement at the novelty of the thing to be very critical, would not notice any difference in the person speaking except the increase in sound. Even those whose minds are engaged in the study of such matters differ widely in their interpretation of the same facts; for, while Bulwer, the first English writer on the subject, seems implicitly to accept all Digby's statements without reserve, Dalgarno, like a cautious Scot, expresses great doubt on the subject, and goes so far as to accuse the priest of "legerdemain." Be this as it may, Digby's account of the wonders he had seen in Spain set men a-thinking, and within the short period of half a century after his narrative had appeared, our literature was enriched by a quintette of works of great value, works which would well repay the earnest and careful study of all teachers at the present time, could they be collected and printed in a handy form. These works are Bulwer's *Philocophus*, published 1648; Wallis' *De Loquela*; and *A Letter to Robert Boyle, Esq., concerning the said Doctor's Essay of Teaching a Person Dumb and Deaf to speak and to understand a language, etc.*; Holder's *Elements of Speech*, 1669; Dalgarno's *Didascalocophus*, published at Oxford, 1680, and since then reprinted by the Maitland Club, Glasgow, in 1834; and Sibscota's *Deaf and Dumb Man's Discourse*, London, 1670. These books are chiefly philosophical treatises concerning the nature of language, and contain elaborate analyses of the different elements of speech, etc. The teaching of the deaf from birth is dragged in, as it were, to illustrate the new theories which were then beginning to prevail; and, according to the bent of the author and the particular object of his study, we find greater or less attention given to the teaching of artificial speech. Thus Wallis and Holder, whose studies seem to have led them in the direction of the teaching of articulate speech, devote much or most of their attention to a minute analysis of the different sounds and combinations of sounds of which speech is composed; while Dalgarno, on the other hand, who, in his *Ars Signorum*, endeavors to realize that chimera of the learned, a "universal language," gives greater attention to the best manner of teaching *language*, written or spoken, which, as far as the deaf are concerned, he seems to think will be best acquired in its written form. He makes use of a hand alphabet of ingenious construction, entirely differing from the Spanish double-handed or the single-handed alphabet—an alphabet which has been resuscitated of late years by Mr. Graham Bell, who has used it with success to teach written language to a deaf-mute child without the intervention of speech. It is worthy of note that none of these writers adopted the Pure Oral theory, which the German school of late years had evolved, that speech should in every case precede writing. Thus Arnold says of Wallis that "it was by writing rather than by speech that he taught them to understand what was

written to them by others." Holder again, after describing how you may teach a deaf mute by means of a finger alphabet, says, "And you may, when you please, have the recreation of surprising those with admiration who shall hear the deaf person pronouncing whatsoever they (though with privacy) shall desire, without you seeming at all to guide him with your eye or mouth, otherwise than by beckoning him to speak, whilst you secretly describe it with your fingers." On reading this one feels that Dalgarno would have been quite justified in accusing Holder of "legerdemain." Again he says: "After thorough practice of syllables, etc., you are to teach him the knowledge of words, but it would do well in the meantime to make him speak and write some sentences to inure him to connexion of speech. And here you may easily show him visible bodies and colors, and tell him the names of them, and you may *by signs* make him understand local adverbs, and some others of qualities, well, ill, as also such adjectives as represent sensible qualities, as bitter, sweet, etc., and many other kinds." Wallis did not confine his efforts to the teaching of speech. According to Degerando, his method consisted of four elements: *writing and reading, the manual alphabet, logical induction* aided by examples, and *gestures or signs*, confined solely, however, to the signs used by the pupil himself. He claims to have taught several deaf mutes with success by this method.

The results achieved by these workers in the cause of the deaf mute were slow in bearing fruit. Henry Baker (1698-1775) a son-in-law of De Foe, kept a private school for deaf mutes in London for some time, and his Book of Lessons, in four MSS. volumes, has been lately unearthed by the industry and research of the Rev. T. Arnold; and in 1760 Braidwood founded in Edinburgh the school which was made famous by the visit in 1772 of Pennant, and still later of Johnson, while on his tours to the Western Highlands of Scotland. These teachers endeavored to keep the methods they employed as secret as possible, but Braidwood's method is thus described in Arnot's *History of Edinburgh*, 1779:—"He begins with learning the deaf articulation or the use of their vocal organs; and at the same time teaches them to write the characters and compose words of them. He next shows them the use of words in expressing visible objects and their qualities. After this he proceeds to instruct them in the proper arrangement of words, or grammatical construction of language." "The deaf (Mr. Braidwood observes) find great difficulty in attaining pronunciation, but still more in acquiring a proper knowledge of written language. Their only method of conversing is by signs and gestures. Their ideas are few, being entirely confined to visible objects, and to the passions and senses, the former of which they delineate by figures, the latter by gestures. The connection between our ideas and written language being purely arbitrary, it is a very hard task to give the deaf any notion of that mode of conversing, theirs being only hieroglyphical. Another, and still a greater difficulty, is to enable them to comprehend the meaning of the figurative part of language. For instance, they soon understand *high, low, hard, tender, cloudy*, etc., when applied to matter, but have not the slightest conception of these qualities when applied to mind. Notwithstanding these difficulties, the deaf attain a perfect knowledge of written language and become capable of speaking and writing their sentiments in the most distinct manner, and of understanding fully what they read. Being thus advanced, they are capable to learn any art or science (music excepted) and to translate one language into another. Mr. Braidwood's pupils are under his tuition from three to six years, according to their age, capacity, and conveniency. When we visited this academy we found that the boys could not only converse by the help

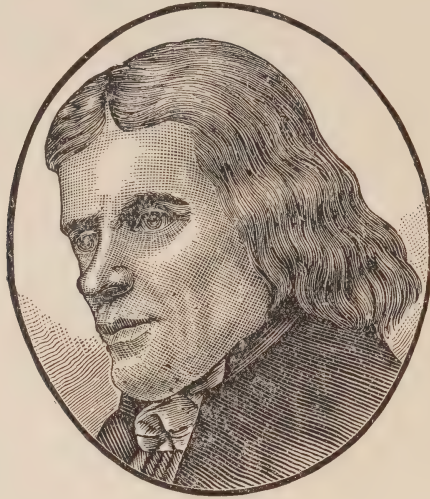
of the artificial alphabet they learned by putting the fingers into certain positions, but they understand us, although perfect strangers to them, by the motion of our lips. In this manner they actually conversed with us, returning an answer to us distinctly, yet slowly, *vivâ voce*. A good idea of Braidwood's method of procedure may also be learned from a book entitled *Vox Oculis Subjecta*, published in 1783 by a parent whose son Braidwood taught. One pupil of Braidwood's, the Rt. Hon. Francis Humberstone M'Kenzie, Baron Seaforth, achieved high distinction, or rather, as chief of the clan, had greatness thrust upon him. This gentleman became deaf from scarlet fever at the age of twelve, or, according to another authority, at the age of sixteen. It is said that for a time he also lost his speech. In 1783 he succeeded to the chieftainship of the clan M'Kenzie, becoming afterwards Governor of Barbadoes, in which capacity he acted with great humanity and public spirit. He raised the regiment called the Seaforth Highlanders, of which he was the first colonel, though we do not hear of his taking part in actual warfare.

In the meantime the light was gradually spreading in other countries. Van Helmont, at Brussels, had conceived the idea of experimenting with deaf mutes in the hope of bolstering up his theories regarding the form of language natural to man, and, amongst other wonders, claimed to have taught a deaf mute in three weeks to answer questions addressed to him; but it was necessary that he should be spoken to slowly, and with the mouth well open. "This deaf mute," he adds, "afterwards learnt in a very short space of time the Hebrew language by his own efforts, and without a master, after having learnt by the method indicated to read and combine the letters, solely by comparing the Hebrew text with a German translation." Notwithstanding this wonderful success, Amman, a Swiss physician who practised at Amsterdam, and had already commenced to teach deaf mutes, says that Van Helmont confessed to him that "when he saw and heard me teaching, he acknowledged, with the greatest candor, that I had not only not borrowed anything from him, but that I had greatly surpassed him in practical results." If this were so, then Amman's results must have been very wonderful indeed. If we may fully believe what he himself recounts of his success, it was certainly something to be proud of; for he records of a young lady whom he taught, that in two months this charming young person not only read with an articulation sufficiently distinct, but put down in writing what was slowly pronounced before her; she spoke on all subjects with intelligence; although deaf, she listened with her eyes to those who spoke, and answered correctly to questions which were addressed to her. Amman wrote a work, entitled *Surdus Loquens*, which has been several times reprinted, and of which an English translation was made by Daniel Foot in 1694, and more recently by Charles Baker, of Doncaster, in 1873. Degerando says that "Van Helmont and Amman are the veritable chiefs of that school of writers who, in treating of the education of deaf mutes, have made the essence to consist of the artificial restoration and use of the voice." Amman and Van Helmont had no immediate successors in the country of their adoption, but the seed which they sowed was destined to bear fruit in the neighboring territory of Germany, where it blossomed under the fostering care of logicians and savants into the full-grown plant which is known as the German system. The credit of first placing the German system on a solid foundation belongs to Samuel Heinicke, the son of a small landowner, born at Nantzschütz in 1723, who, designed by his father to succeed him as a farmer, went his own course, and after tempting fortune as a soldier, school-master and singing master, eventually settled down to a successful career

as a teacher of deaf mutes. He had studied Latin, French and music, in addition to the ordinary schooling. "Nature," says Arnold, "had made him a teacher, quick, versatile, fruitful in expedients, and facile in adapting his methods to the capacity of his scholars." That he was not lacking in self-confidence, we may judge from his statement that *he achieved in a few months more than others have done in as many years*. These others included, in addition to the cases of Van Helmont and Amman above mentioned, his fellow-countryman, Camerarius, who records a case of a deaf mute, blind from his third year, who passed the university examinations with great success, was made a doctor of laws, and lectured at Cologne with great renown—quoting from memory alone many works *that he had neither seen nor read*; also Schott, Kerger, Raphel, who taught his eldest daughter to speak so well that, "in speaking she could hardly be distinguished from others. Printed works and writing traced on the hand she freely read. Her composition was good, her acquaintance with the doctrines of religion were extensive, and her inferiority in society could hardly be perceived." When, in addition, we mention Lasius, Arnoldi, and others, who may be considered the pioneers in Germany of the work which Heinicke permanently established, it will be seen that he was certainly not over-burdened with modesty. Nor was he of a generous disposition, for he sedulously concealed his method from the public, with the object of making as much money out of the business as it was possible for him to effect. His great success as a teacher attracted the attention of the Elector Frederick Augustus of Saxony, under whose patronage, and with whose support, Heinicke established at Leipsic, in 1777, a Deaf and Dumb Institution, which may be regarded as the parent of all the institutions and schools at present in Germany. Arnold considers that it is hardly just to call Heinicke the founder of the German system, as he only gave a more logical application to the principles taught by Bonet, Wallis and Amman. If he was not the founder, he was at any rate a good foster-parent; for, though it is difficult, as Degerando says, to find out what was the particular invention which he claimed for himself in his teaching, yet it is certain that he was one of the first to affirm strongly and bring into notice the theory that, in the education of the deaf, speech was to hold the first place, and become the sole instrument of the language and mental development.

Meantime, events in France were gradually shaping themselves toward the elucidation of a system which was to have a world-wide influence on the education of the deaf, an influence which still lingers amongst us and is all-potent in some places, and will, in all probability, make itself felt for all generations. As in other countries, various isolated attempts were made by the ingenious and benevolent people, whose hearts were touched by the sad condition of mutes with whom they were brought into contact in the various relations of life. Amongst these early cases may be mentioned the deaf mute Guibal, whose will, written by his own hand, was allowed by the Parliament of Toulouse, 1679: Saboureux de Fontenai, whose education was commenced in 1746 by a builder named Lucas, and a specimen of whose composition is given by Degerando in the shape of a long extract from a letter written by him to a lady in 1764. This young man had the advantage of two other early French teachers, viz., P. Vanin and Pereira. The latter, a Spanish or Portugese Jew, is considered by Arnold to have been the real pioneer of the work in France. We learn that he divided the period of instruction into two parts, which he called "pronunciation and intelligence." By the first he taught his pupils to read and pronounce the French language, though without understanding anything of it, except

the most familiar phrases and words of common daily use. In the second period he taught them all the rest of their instruction, viz., to understand the value of the words contained in all the parts of a discourse, to make



THE ABBE SICARD.

Sicard was at one time head of the Institution Nationale of Paris, and received his training under the famous De l'Epee.

proper use of them, either in speaking or writing conformably to the rules of grammar and the particular genius of a language. The first part of the



LAURENT CLERC.

One of Sicard's favorite pupils, the first apostle to the deaf-mutes of the New World.

course, he considered, only required twelve to fifteen months, the second part needed a much longer period. Like the early Spanish and English teachers, he made great use of dactylogy, employing a one-handed alphabet to give his pupils practice in repetition of words and sentences and to direct

their pronunciation. This alphabet of his differed from the two now generally in use in that he tried to figure the sound rather than the actual written letters. Pereira acquired much fame by his achievements, had his work noticed by the philosophers Rousseau and Diderot, and his pupils' attainments certified by the French Academy on three distinct occasions, but as he tried to keep his methods secret, he, like his contemporary Ernaud, did little or nothing for the real furtherance of the cause, beyond, perhaps, preparing the public mind to entertain the idea that it was possible, after all, to educate the deaf.

The real credit of popularizing the idea that the instruction of the deaf and dumb was not only possible, but a necessary Christian duty, belongs by common consent to the Abbé de l'Épée, who must be regarded, as De-gérando says, not merely as the instructor, but veritably the father of the deaf and dumb everywhere. This benevolent man was born at Versailles in 1712, of a noble family, and in easy circumstances. Educated for the church, his duties as a *curé* brought him into contact with two young girls, sisters, who had been deaf from birth. Touched with pity at their desolate condition, he set himself to try and find means to alleviate their sad lot. His success was great and surprising. His school soon rose in numbers, and on it he expended his modest fortune of £600 per annum, seeking aid from no one, but denying himself the necessities of life rather than that his protégés should go without the bodily, mental and spiritual food which he henceforward made it the business of life to supply to them. In his first attempts he used writing, associating the words with the objects; but a perusal of the Spanish book, *The Art of Teaching the Deaf and Dumb to Speak*, put him on a new track, and considerably enlarged his views of the work before him. The perusal of Amman's *De Loquela* would tend in the same direction. He experimented with success in the teaching of articulate speech, and a close perusal of his work on *The True Manner of Educating the Deaf and Dumb* shows that he had thoroughly mastered the theory of the art of teaching the deaf to speak, and that only perseverance, time, and opportunity were lacking to enable him to achieve as great results by this method as have been attained by any before or since. Full of French vivacity, however, without assistance, and burning to instil the doctrines of Christianity into the hearts of his numerous disciples, the teaching of these ideas by speech alone was too great a task even for his ardent nature; and so he conceived the brilliant idea of taking the crude gestures which the uneducated deaf make for the purpose of communicating as far as possible their wants and wishes, and working them up into a systematic language, which should be to the deaf for all time what the mother tongue is to every hearing child of Adam. By long practice he so perfected this new instrument that his pupils were able to write down from his dictation long sentences on all manner of subjects. Fascinated by his discovery, he gave up the teaching of articulate speech, and confined himself to giving instruction to his pupils in this novel language. At first the public were apathetic, but by and by his system began to attract notice. Royalty smiled on him, learned bodies vied with each other in patronizing him, rivals attacked him, his pupils adored him; and, as the immediate result of his painstaking and self-denying efforts, institutions for the education of the deaf began to spring up in every civilized country, and the movement thus begun has never stopped, but has gone on widening and widening with each succeeding year. Amongst those who attacked De l'Épée's system was the German Heinicke, but as he would not publish his own method, and shrouded it in mystery as far as possible, while de l'Épée took every

opportunity of showing the uses and advantages of his own, it is no wonder that the public and the societies, who were called in to judge between them, should have given the preference to the one who, at any rate, did not ask them to take matters on blind trust, but appealed to what they saw placed before their eyes. It is to this great open-mindedness of De l'Epée's, joined to the great ease with which the deaf and dumb can learn to converse by this method, that the French system owes its wide-spread influence. As an instance of the way in which the system was spread, we may mention the story of its introduction into America. A young minister, Thomas Gallaudet by name, wishing to learn how to teach the deaf and dumb, so as to introduce it into his native country, applied to Dr. Watson, of London, and then to the Braidwoods for information and advice; but found to his astonishment that it was considered by them as a secret art, not to be lightly imparted to any one. Gallaudet then turned his steps to Paris, where he met with a very different reception. After staying there a considerable time he returned to his native land, along with a deaf and dumb man named Clerc, and together they started the work in America, which has now grown to a magnitude which quite overshadows anything that has been done in any European country. The direct result of this obstructive action of Braidwood and Watson was that the French system of artificial signs obtained first hold in this country. Several generations of deaf mutes were educated by its means, and a sentiment in its favor was created which is still all-powerful, notwithstanding the frequent assaults which have been made upon it in recent years by enthusiastic Oralists. In making these remarks, we wish to guard against the assumption which is common in some quarters, that the followers of De l'Epée confined themselves merely to the teaching of mimic gestures and the use of the sign language. This was their first care undoubtedly; but it is certain that De l'Epée's successor, the Abbé Sicard, and those who followed made use of it for the purpose of teaching, more or less perfectly, the written language of the country to their deaf pupils. Hence it is utterly false to assume, as Hartmann does, "that the French deaf mute can only hold intercourse with those who have learned the sign language." If Hartmann had read some of the writings which Clerc, the deaf and dumb teacher who accompanied Gallaudet to America, and also those of other deaf mutes educated on the French system, he would surely never have ventured on such a rash statement.

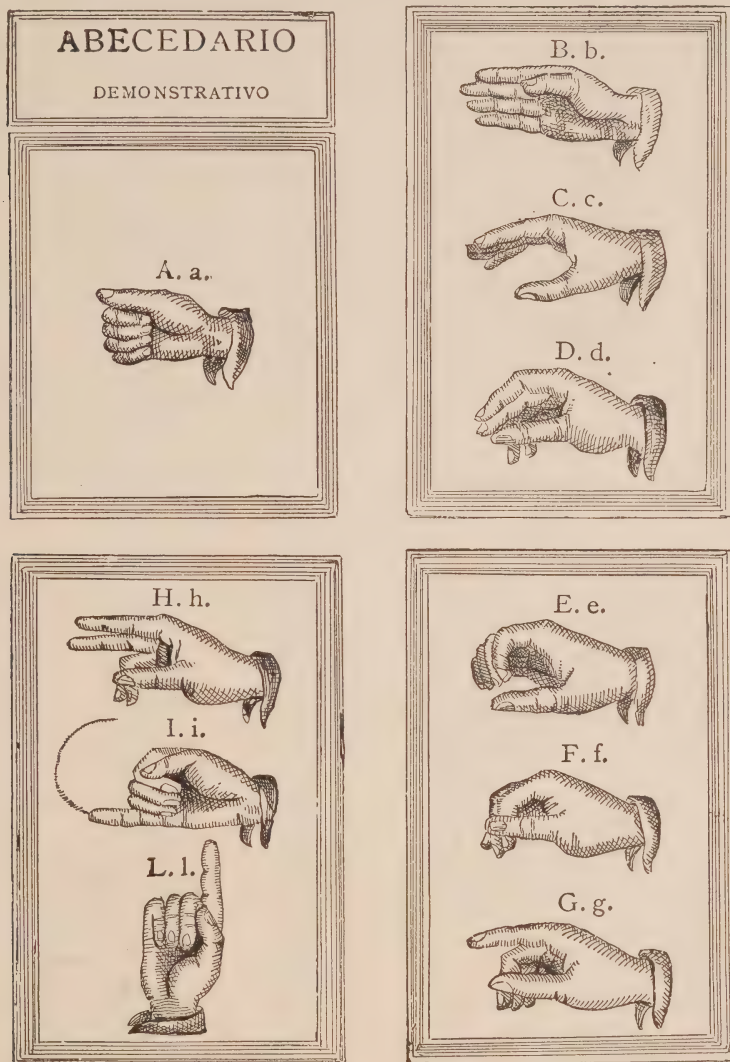
The instruction of the deaf and dumb was now no longer confined to isolated cases, or regarded merely as a subject of philosophical curiosity. It had been demonstrated that as a class they were capable of receiving instruction like their fellow-beings in all the subjects of a liberal education, and this being once fully established, Christian benevolence immediately began to respond to the calls made upon it, and schools began to rise in every centre where arts and sciences flourished. A free school for deaf mutes was established at Vienna in 1779—taught at first on the French system, but afterwards on the German; and this was followed by the one at Prague in 1786. Prussia followed suit in 1788 by the establishment at Berlin of a Royal Institution under the guidance of Eschke, a son-in-law of Heinicke. In our own country, the subject was not allowed to drop. In 1780 a public institution had been talked about, but little or no progress was made till 1792, when a society was formed in London with the title of the Asylum for the Deaf and Dumb. The first teacher was Watson, a nephew of Braidwood, who some time previously had removed his private school from Edinburgh to Hackney. Dr. Watson, in 1809, published a work on *The Instruction of the Deaf and Dumb*. About this time also appeared a



A very ungraceful alphabet in use in some parts of Italy and Mexico. Some of the letters are represented by motions and positions of the fingers, and others are indicated by touching different parts of the face, pulling the ear, etc.

translation of the Abbé De l'Epée's book on the same subject. Watson's system was on the line of the early Spanish and English teachers, and his book may be considered as a full exposition of the British Combined System. He used speaking, writing, reading, drawing, and natural signs as his means of instruction. He thus describes his own system: "Writing and reading occupy the first rank; the lip alphabet and artificial pronunciation are taught early in order to enlist the service of speech; the manual alphabet is used to join these two orders of signs to those of writing; the use of gestures and of pictures accompany these different materials as a means of interpretation, which serve to facilitate the explanation of the meaning of words and to help their association with the ideas. In this way each word is fixed in the memory by a quadruple chain; four ways are open to get at the knowledge of them." Mr. Watson was of opinion that this multiplicity of means served to impress the words better on the memory and intelligence of the pupil, without producing any complication or embarrassment to him. He commenced by teaching, as aforesaid, articulation and lip-reading, writing and reading, taking all on together. Each sound was taught separately. The pupil saw the teacher pronounce the sound, or word, which he imitated, then wrote on the slate, learning at the same time to spell on his fingers. Signs and pictures were used to recall to the mind objects which were not present to the eye of the pupil, but of the two Mr. Watson used signs in a much less degree than the French teachers and made a much more extended use of pictures. He set himself to observe the signs made by his pupils amongst themselves, and employed them to illustrate his lessons; but he was opposed to the elaboration of these signs into an artificial language. He thought so highly of picture-teaching that he composed a book of pictures specially for the use of his pupils. He speaks of the use of signs as follows: "What should we expect from a European who should undertake to teach his own regular, copious, and polished language to a South Sea Islander, who was henceforward to live among Europeans, and whose scanty vocabulary extended only to a few words, barely sufficient to enable him to express, in a rude manner, what was required by the uniformity of his condition and his paucity of thoughts? Should we suspect that the teacher would set about new modelling, methodizing, and enlarging this rude and imperfect language as the readiest method to make the Islander acquainted with the European tongue; especially, though this new-modelled language were the thing practicable, which I apprehend a few will contend for, could be of use but to these two persons? Does this supposition appear ridiculous? How much more fanciful and useless is an attempt to methodize signs for the instruction of the deaf and dumb? Would it not be a more natural and rational mode of procedure for the teacher to begin by watching the objects and occasions to which his scholar applied the words of his barbarous speech; that, by knowing *these*, he might gradually substitute the words of the language to be taught, using the *former* only as an introduction to the *latter*?" Other institutions were not slow in springing up, after the example thus set by the metropolis. The Edinburgh Institution was established in 1810, under the guidance of Mr. Kiniburgh. This was followed in 1819 by the establishment of the "Glasgow Society for the Education of the Deaf and Dumb," or, as it came to be popularly called, the Glasgow Deaf and Dumb Institution. Considerable trouble was experienced in the first years of its existence in finding a suitable teacher. The changes were many and numerous; but at last, in 1831, the directors were fortunate in securing the services of one who, for the long space of forty years, guided its destinies with rare skill, tact and de-

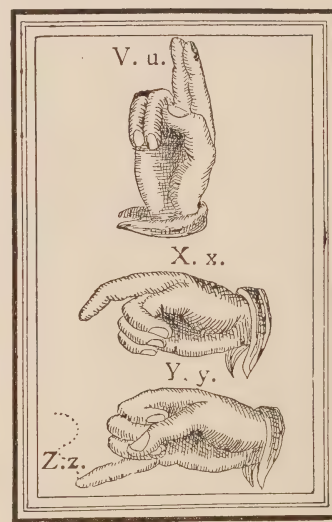
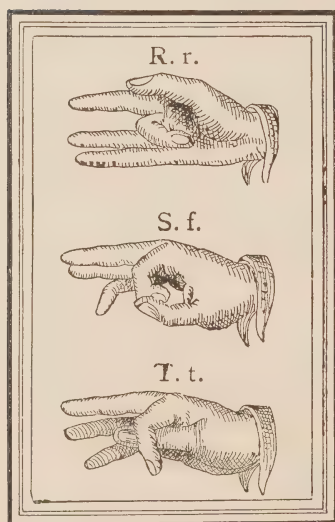
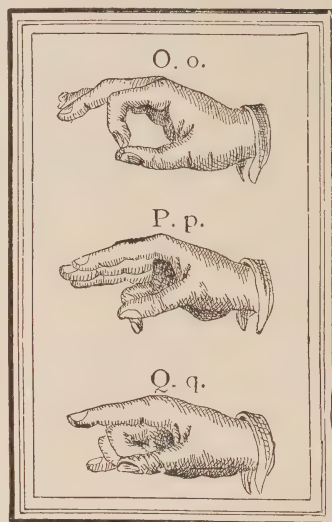
votion, and succeeded in turning out a set of pupils who in written language have had very few equals and no superiors. This was Mr. Duncan Anderson. At the beginning of his career he, like most of the early British teachers, gave up most of his time to the teaching of speech; but gradually relaxing his efforts in this direction, he concentrated his energies on the teaching of written language, in which his pupils, as we have said, excelled



BONET'S ALPHABET.

greatly. Unfortunately, Mr. Anderson never published an account of his system, and consequently we are left without an authoritative exposition of his method; but an effort will be made to reconstruct it as far as possible from the recollections of his old teachers and pupils. In conjunction with Mr. Baker of Doncaster he drew up a series of pictures illustrating the common forms of language, as applied to the common facts and incidents of everyday life. These pictures were at the time exceedingly valuable, though

they have now become rather obsolete, owing to their diminutiveness, and not exactly corresponding in all respects to the features of present-day life; but the idea was a good one, and, as far as the state of engraving in those days went, well executed. Mr. Anderson also drew up a graduated dictionary for the use of the deaf, which was very useful. Amongst other



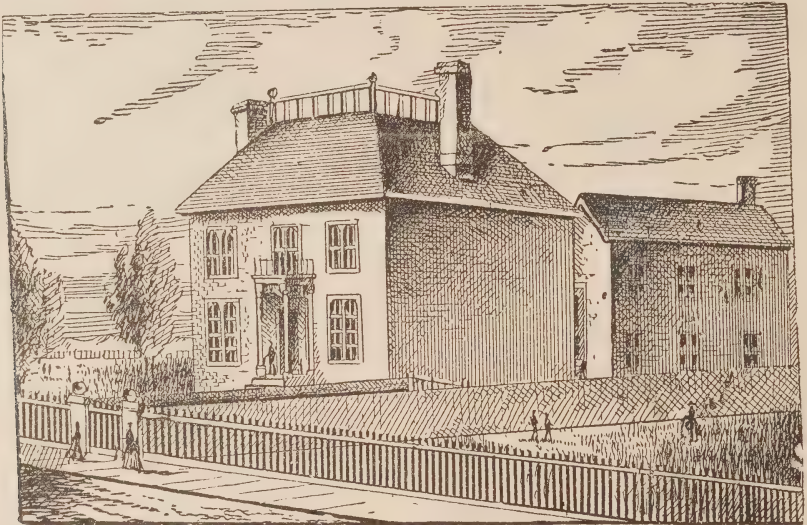
BONET'S ALPHABET.

workers and writers of the past generation whose works exercised a profound influence on the course of deaf-mute education in this country, mention must be made of Charles Baker, of Doncaster, and Scott, of Exeter. The former is well known as a compiler of a variety of lesson books which, drawn up in the first instance for use among the deaf, have been extensively used in hearing schools, not only in this country, but on the Continent and

all over the world. Scott, on the other hand, has not been so well known as he deserved to be. His work on the Deaf and Dumb, published at Exeter in 1870, shows a grasp of the principles underlying the work which can only be obtained by a gifted mind after long reflection and much experience; while one or two lesson books which he constructed, and notably his *Reading Made Easy* and *First Book of Exercises in English Composition* are constructed in a manner which show him to have been a thoroughly practical teacher, an opinion which intercourse with some of his old pupils, whose fluency of language is surprising, tends greatly to confirm. His main object, like that of Anderson, Baker, and others, was the teaching of written language. Signs were freely used to explain the meaning of the written words and sentences which were put up on the board for the pupils to learn; the objects referred to were pointed out whenever possible, and pictures used whenever the actual objects could not be had. Action teaching, so much in vogue at the present day, was not neglected. Moreover, it is a great mistake to assume, as is too often done by advocates of the Pure Oral Method, that systematic signs were generally taught to the pupils after the manner of De l'Epée or Sicard. That this was done in a few schools cannot be denied—the writer's early experience was acquired in a school where signs were really taught on the original French method—but men like Scott and Anderson went beyond that point, and only made use of the signs which they saw their pupils using, for the purpose of quickly illustrating and explaining the meaning of words and phrases, the explanation of which, by any other method, would take up more time than in their opinion the thing was worth. Any one who is in doubt on this point may easily be convinced by reading the Report of the Conference of 1851-1852, where it is expressly laid down that the use of the signs should be discouraged as much as possible. While the English teachers, following the example set them by the French and American schools, had thus been gradually giving up all attempt to teach speech to the deaf, so that in some schools it was abandoned altogether, and in others it had dwindled down to a poor hour or half-hour's drill in articulation, which had little, if any, connection with real language teaching, the German school was gradually perfecting its method, through a long course of experiment, till it reached a point of perfection it had never before attained. Taking as its fundamental principle the dictum that "Human thought is impossible either by gestures or by writing, but most assuredly by the spoken word only," the logical German mind set itself to work out a system of education for the deaf based on this principle. After many experiments and many failures the Pure Oral or German system was evolved, by means of which the deaf can, its advocates claim, be restored to society as living members, speaking and lip-reading so well that they are able to take their place as members of the community on terms almost of equality with hearing and speaking people. The evolution of this system is due in the first place to Moritz Hill, who, following the footsteps of Heinicke, improved the system, by purifying it of some of the signs which, in spite of his theories to the contrary, still encumbered his teaching, and secondly to Arnold of Riehen, whose pupils, according to the testimony of many who witnessed the results of his teaching, attained to a perfection of speech and lip-reading which was simply marvellous, and indeed almost incredible to even those who witnessed them.

Stimulated by the results obtained by these and other distinguished teachers, an agitation was begun about twenty-five years ago for the introduction into this country of the German or Pure Oral system, an agita-

tion which has led to many improvements since it was commenced. The starting of a college for training teachers of the deaf on the Pure Oral system at Ealing, Middlesex, and the association for promoting the Oral teaching of the deaf at Fitzroy Square, London, were among the first fruits of this new movement. The controversy between the advocates of the two systems, which had lulled somewhat since De l'Épée's time, broke out with renewed vigor. A conference in London in 1877, which led to many important changes, notably the introduction of Oral teaching into the Manchester school, and paved the way for the great European Conference at Milan in 1880, when the majority of the delegates, many of whom had previously followed the French method, declared enthusiastically in favor of the Pure Oral system. The flowing tide was with the Oralists; several European governments took up the work as a national undertaking, and passed laws rendering the education of the deaf compulsory, and in most cases directly favoring the Oral system. Our own country, somewhat slower



The first school building devoted wholly to Deaf-mute instruction in Ontario, 490 Queen Street, Toronto.

in matters educational than its rivals abroad, acted with characteristic caution. Before passing any law on the subject, it was thought desirable that due inquiry should be made as to the need of education for the deaf and dumb, and it was only after much agitation and pressure from the friends of the cause that in 1885 a Royal Commission was appointed to make inquiry with a view to legislation. The result was the issue of a report which, while not satisfying absolutely the extreme partisans on either side, has formed the basis of legislation which we may confidently hope will be of untold benefit to the generations yet to come. Moreover, the issue, along with the report proper, of the voluminous evidence taken from experts, and the accounts of the visits to schools and other matters pertaining to the inquiry furnish a mine of material which is of the highest value to all students of the subject. The issue of this report has been followed by the passing of an Act which, in Scotland, came into force on the 1st January, 1891, and in England on the 1st January, 1894, making compulsory the attendance of all deaf children at school from the age of seven to sixteen, and placing

on school boards and school authorities the obligation of seeing the Act enforced, and of providing proper instruction for all who, through poverty, are unable to provide it themselves.

The establishment at Washington, U.S.A., of the Volta Bureau for the collection and diffusing of information regarding the deaf, by Professor Graham Bell, the celebrated inventor of the telephone, promises likewise to be of immense value to all workers in the cause, and we may hopefully trust that the day is not far distant when everything that can be suggested by science for the good of the deaf will be carried out; and if it is not possible for their ears to be unstopped, at least let us hope that their education by the eye and the touch will be so perfected that they will fall little short of their hearing brothers and sisters in everything that pertains to the character of good and loyal citizens.

Coming down to our own times, our Historian, Mr. Paul Denys, a valued teacher in the Institution at Belleville, published recently a little pamphlet, from which the following is reproduced as worthy of being preserved in permanent form:—

There is in every human heart
Some expectant, workable part,
Where seeds of love and truth might grow,
And flowers of generous virtue blow;
To plant, to watch, to water there—
This be our duty—be our care!

Every age boasts its own special achievements. Whether it be in the fields of valor or the avenues of art and learning; whether in mechanical progress or scientific discovery; what man, mind, inquiry unearths, unravels, unfolds, the annals of fame, in their good time, proudly proclaim. And whilst we may with wonder dwell on dauntless daring, pause before the seeming endless march of human genius, watch with keenest interest all the developments of modern research and study, there is one attainment, one exploit, one triumph which to-day stands out in single, sublime splendor—one that lifts itself high above all that this century, rich as it has been in skilled accomplishments, can show—one that the humane, the good, the noble shall not cease to exalt in, rejoice in and give praise for; the emancipation, deliverance redeeming, by heroic efforts, of the great silent family from the prison of darkness, the shackles of forced isolation, the slumbers of an intellectual night, the famine of a hungering and thirsting soul! . . . The sun that first broke upon the humble home of Montmartre, that later touched our shore with one of its gleams and is now shining full over both continents, has, it is conceived, brought glad hope to many an anxious, loving heart. And why so glad? . . . Ah! Have we, upon whom nature has lavished all her choicest gifts, ever given a thought to the poor, dear ones from whom the unspeakable blessing of speech and hearing were withheld? Have we not time and again seen the big, warm tear rolling down the parent's cheek in the sight of the afflicted offspring? Has not the bright eye of some silent child as his glance, full of appeal, rested upon you, awakened an echo in your inmost feelings? Has not your heart gone out to those poor, innocent little ones as their tiny hand was extended to you at, perhaps, a father's bidding? There they were, bright, young, yet captive, and you would almost imagine—exploring with their look your reclaiming action in their behalf—awaiting the "ephatha" that was to open their mind to light, loosen their chains and bring them to our society and companionship. Yes, we have seen and felt all and rejoiced that this age could boast the grandest conquest Christian heroism and love, philanthropy and zeal could inscribe upon their standards! And if the

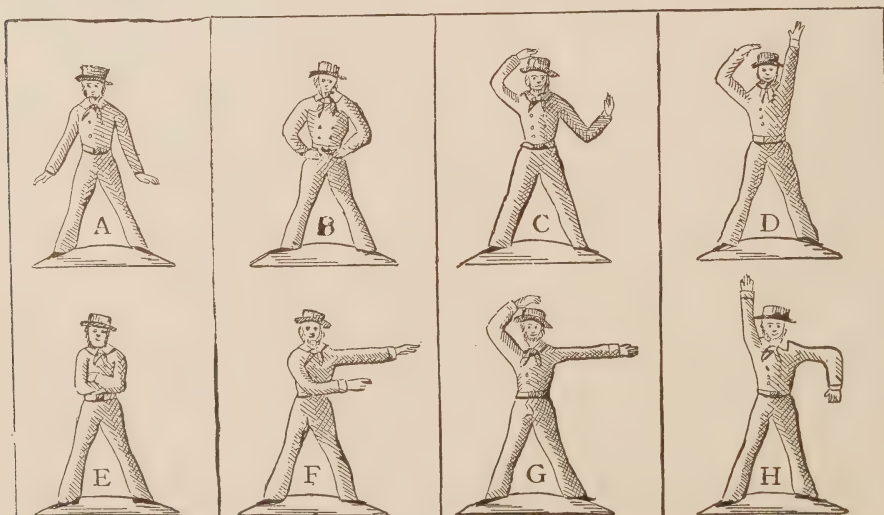
light brought was in proportion to the darkness that hitherto prevailed, one will easily understand the joy with which the breaking beams of hope were saluted.

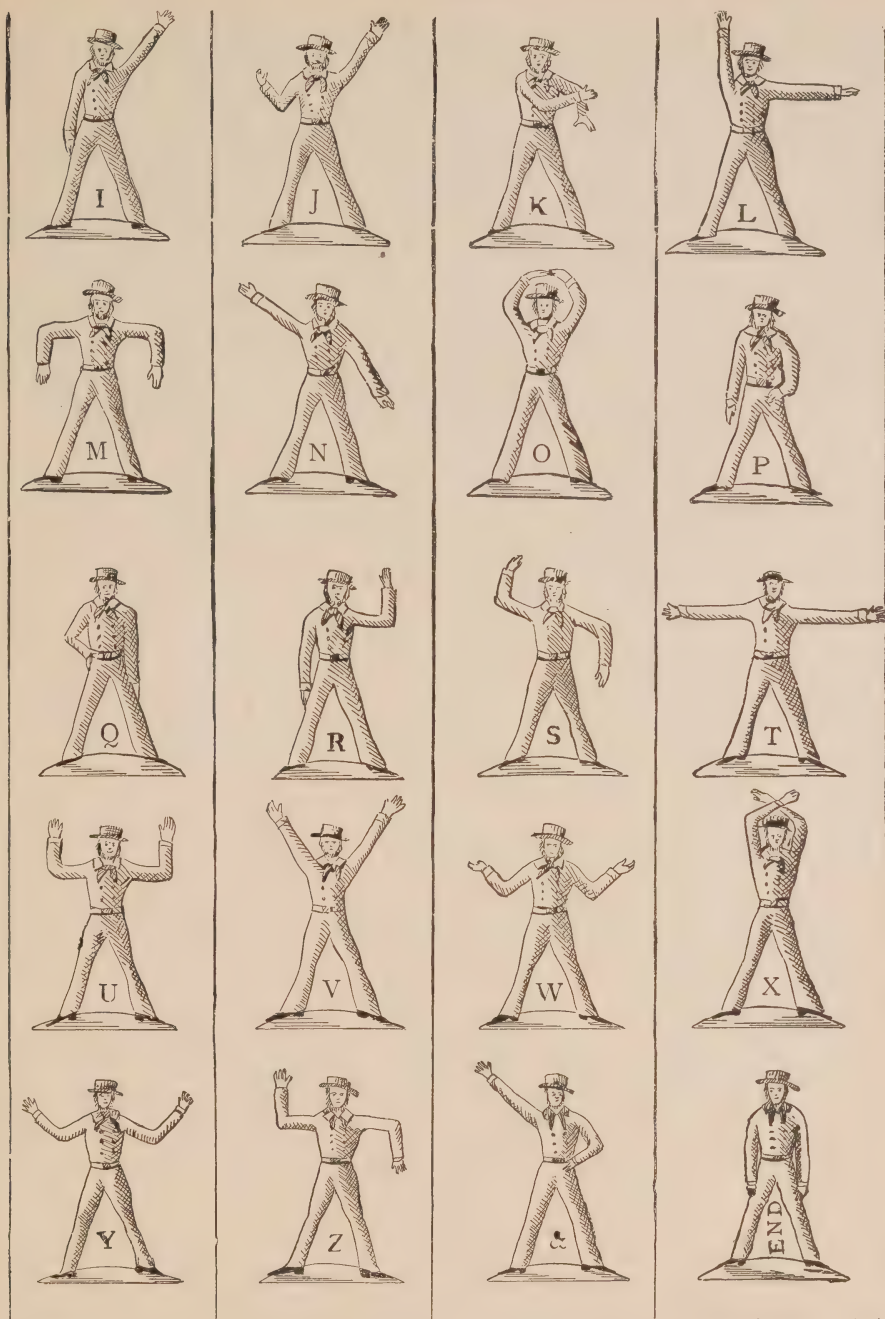
We need not here recall how Greece and Rome, Aristotle and Lucretius looked upon these disinherited of nature, not allude to the causes which in Biblical times, were believed to preclude speech. . . Was it not the late General Butler who gave it out that a deaf-mute at best was but *half a man*? . . Add to that the early testimony of Augustine, who would make faith depend on the possession of hearing and all the other negative appreciations that, at various times, were passed upon these ostracised beings, and you will not wonder at the world rejoicing when, as in the days of miracles, the news was not less wonderfully proclaimed, "the deaf hear and the dumb speak."

Confidence, says Locke, will carry us through many a difficulty; and when that persuasion is supported by power of mind and fed with noble impulse, be the task ever so arduous, it eventually must yield. It was no doubt under the incentive of similar reflections, heightened by burning charity, that the great De l'Epée, rising equal to his sublime mission, "built himself an everlasting name" when he severed, as with Orlando's sword, the thousand ties of past impossibilities from the car of future triumph. Skill and benevolence made one, brought forth the regenerate principle that obtains to-day throughout the civilized world, and has set 600,000 or more interesting fellow-beings free. All hail!

1760 sees the great Abbe at work.

1815 sends Dr. T. H. Gallaudet across the water in quest of the processes used in the art of teaching the deaf. England is cold. France opens wide her arms. He returns with Clerc and in 1816, founds, at Hartford, the first school of the kind in America. Quebec, Canada's eldest daughter, soon follows, opening an establishment in 1831. Forced to suspend after five years, her children are excluded from the benefits of instruction until 1847, when the Mile-End Institution, now so prosperous, is started. Nova Scotia, whose school began in August, 1856, comes next for the honor of a step in the laudable direction. And here we may well ask why the sum of \$80,000, voted some years before by the old Canadian Parliament towards the erection of an asylum for the deaf and dumb and the blind in Upper Canada, was never expended? The only apparent reason may be sought in the com-





NAVAL AND MILITARY SIGN ALPHABET.

A system at one time in use for communication at a distance for military and naval purposes.

plications and political changes of those times and the engrossing of the public mind therewith. It was not long, however, before a better day dawned for the cause in this part. Mr. John Barrett McGann, a man of scholarly attainments and benevolent nature, in 1858, opened, at great per-

sonal sacrifices, a school in Toronto, in which many prominent citizens soon became interested. As the commencements of a work of this kind are always trying, many were the difficulties encountered. In 1864, Mr. McGann removed his school to Hamilton, where he met with more generous support. Public attention had now been aroused, and a grand move, one worthy the Banner Province of the Dominion, was made, which resulted in the establishment at Belleville, in 1870, of the Ontario Institution which stands to-day a monument of the liberality of the people as well as a credit to the profession. Ontario does nothing by halves. Less prompt than her sister Provinces, when she realized that the time for her had come to execute the grand work, she set to it with a will, a munificence that rivalled similar efforts in any clime. A large tract of land was purchased in the immediate vicinity of Belleville—a pretty, young city with a fair name and fairer people—and a majestic building was seen to rise on a commanding spot, casting its imposing proportions upon the placid waters of far-famed Quinté.

The 20th of October of that year witnessed the opening of the school, which was done amid pageant, pomp and ceremony. Lieutenant-Governor W. P. Howland, Attorney-General John Sandfield Macdonald, Hon. Treasurer E. B. Wood, and a host of other distinguished visitors were present. J. W. Langmuir, Esq., Government Inspector, and W. J. Palmer, Ph.D., first Principal of the Institution, 1870-79.

The *three* pupils who made their appearance that day were: Duncan Morrison, Ettie Grace, and Sarah Earl. The same term closed with 100 children. Having marched from prosperity to prosperity, the Institution, as to number of pupils, now ranks seventh among the eighty-seven establishments of the kind in the United States and Canada, whilst in effectiveness, generous provision, careful management and general results, we have the ambition to believe ourselves second to none.

In 1879, Dr. Palmer resigned, being succeeded by Mr. R. Mathison, the present Superintendent and Principal of the School.

A late distinguished visitor, vividly impressed with what he saw, paid the school this very high tribute: "From time to time the staff has been changed, until now it seems impossible to improve it." Sweet as this is to our ears, we shall not cross our arms content with past laurels, or sit down and weep at no worlds to conquer. Amphion with his lyre could charm the stones into the walls of Thebes, but there is no such magic for a teacher of the deaf. Unsparing devotion, constant toil, method, patience, such are the instruments with which the sublime edifice is reared. The world goes on and the success of to-day should not be the sole contentment of to-morrow; a reason for continual effort. And why should we not be all heart and mind and spirit in this grand, glorious movement? Cæsar took 800 towns and the world was dazzled, but what if I unfetter a captive, if I redeem, save one immortal soul? . . . The divine eloquence of the eagle of Meaux, the songs of the swan of the Meander bring less joy to a mother's ears than does that sweet name on the heretofore sealed lips of the child of her bosom. Let you be heartened. Venus gave Galatea life at the instance of Pygmalion. Our work is arduous, but the recompense shall not be beneath Him who dispenses rewards in the eternal mansions.

As sorrow brings friends together, so often do joys. At this particular time we know not of a land that has greater reason to entertain thoughts of thankfulness and tenderest pleasure than this broad American soil and its host of noble schools. Geographically, we may be two peoples. In aim and heart, we are one, whilst in proud results we fain stand peerless!

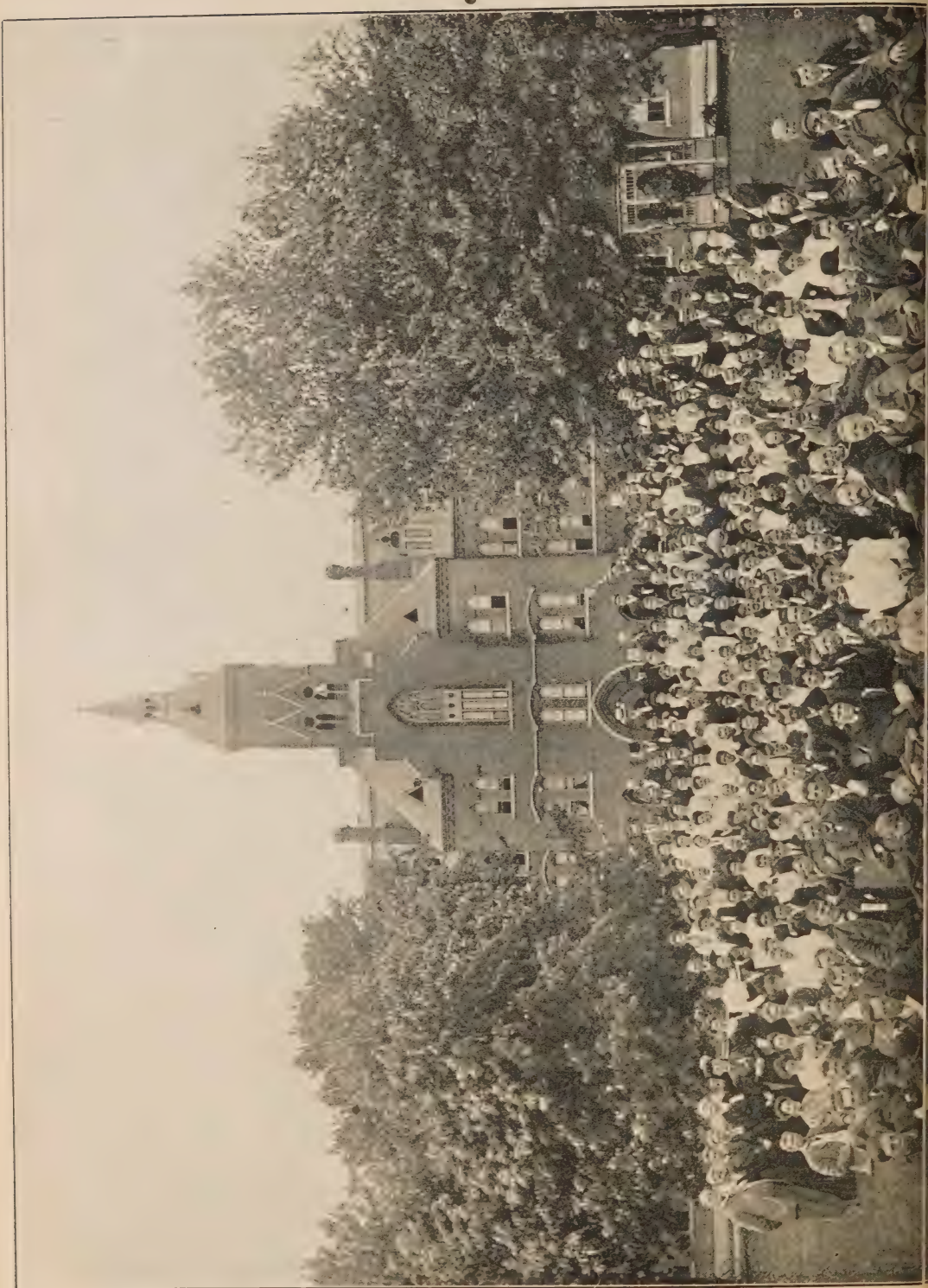
INTELLECTUAL, MORAL AND RELIGIOUS WORK AMONG THE DEAF.

The educated deaf as a class are perhaps of a higher moral standing than hearing people, due not to any natural or inherent superiority, but to the fact that they are less subject to temptation to wrong-doing because of their physical infirmity. They are also more susceptible to religious influences than hearing people, and more amenable to appeals to their sense of right and wrong. In some of the larger cities of the Province the deaf have regular religious services the same as do hearing people. Toronto, however, is the intellectual and religious centre for the deaf, from which radiates helpful and stimulating influences to all parts of Ontario. There they have their established places of worship, and from these a trained band of workers visit in turn various other cities and towns in Western Ontario and conduct religious services according to a carefully prepared itinerary, and for which they receive nothing but their expenses. But scattered about the Province on farms or in villages are a large number of deaf persons who are to a great extent isolated from others of their class, and who very rarely have an opportunity of attending a religious service conducted in their own language of signs. This is a loss and a deprivation such as very few hearing people can properly appreciate; and hence the prominence given to religious addresses and exercises at all their conventions and other gatherings. In addition to the regular Sunday services referred to above, a Bible conference is held in Toronto for four or five days every winter. This is attended by from one to two hundred people from all parts of the Province, and exercises a strong and beneficent influence in promoting religious knowledge and moral and spiritual development among the deaf. It is in contemplation among the deaf in Ontario to engage a regularly ordained itinerant missionary who could devote his whole time to religious work, and it is to be hoped that ere long they will be able to see their way to the accomplishment of this laudable desire.

In addition to the religious work which I have outlined above, the lady members of the deaf-mute community in Toronto have a successful Dorcas Society, where a great deal of work is done for the aid of poor persons. There are also in that city two excellent literary societies, which meet regularly throughout the winter season. These are largely attended and the members are enthusiastic in promoting their own and each other's intellectual advancement. At these meetings regular courses of study in history, science and literature are conducted, of which extended reports are published from time to time for the benefit of the deaf who live in other parts of the Province and are of necessity deprived of the advantages of such interesting and stimulating means of self-culture.

THE ONTARIO DEAF-MUTE ASSOCIATION.

It was in the year 1886—just twenty years ago—that the Ontario Deaf-Mute Association was first organized, chiefly through the efforts of the late Prof. S. T. Greene and of Mr. Wm. Nurse, still of our staff; and during that time regular biennial conventions have been held in various parts of the Province. These gatherings have been steadily increasing in interest and popularity, so that of each convention in succession it could be truly said that it was the best one yet held in the history of the Association. The deaf of the Province are to be congratulated on the loyalty with which they have



CONVENTION OF GRADUATES HELD AT THE INSTITUTION, JUNE, 1906.

stood by the organization, the uniform harmony and good will which have always characterized its proceedings and the commendable *esprit de corps* which has been manifested in all their relations with one another. The great pleasure and undoubted benefit received by those attending those gatherings is ample justification of the wisdom and foresight of its organization.

The Tenth Biennial Convention of the Association was held at the Institution on June 16th to 19th, pursuant to the invitation so kindly extended by you as Minister of Education for the Province, and in attendance and enjoyableness it surpassed all its predecessors. The following named deaf-mute graduates and old pupils, with a few others who have settled in the Province, were in attendance, and the avocations in which they are engaged are herewith noted:—

Artists:

Elliott, C. A.
Mason, A. W.
Neil, Mary Toronto.
Wood, N. Hamilton.

Brass Finishers:

Crough, J. E. Peterboro.
Ensminger, R. Hamilton.

Bakers:

Crozier, F.
Delaney, Jas. Ottawa.

Book-Binders:

Perry, F. R. Toronto.

Carriage-Makers:

Willis, R. W. Orillia.
Lowes, G. C. Cedar Springs.

Carpenters and Cabinet Makers:

Riddle, R. R.
Wheeler, F. J. Toronto.

Gardeners:

Gardiner, D. M. Mount Forest.

Dressmakers:

Beatty, D. G. Melrose.
Butler, A. Belleville.
Cunningham, N. Oakville.

Farmers:

Bayne, D. City View.
Canard, W. New Hamburg.
Dand, W. T. Ladybank.
Dean, J. Sandhill.
Gies, A. Zurich.
Grey, A. City View.
King, J.
King, Wm. Bird's Creek.
Laporte, L. Drysdale.
Moore, G. H. Forest.
McKenzie, A. Tavestock.
McQuigge, W. Blairton.
Noonan, M. Harper.
Noyes, A. Denfield.
Orr, J. P. Milverton.
Pringle, M. Staffa.
Perry, A. New Durham.
Pincombe, J. Poplar Hill.
Quinlan, W. P. Stratford.
Scissons, R. South March.
Young, J. C. Madoc.
Young, Arthur Madoc.
Fleming, D. W. Craigleith.

Housekeepers:

Campbell, Mrs. S. Caldwell's Mills.
Grey, Mrs. E. City View.
Gottlieb, Mrs. H. Hamilton.

se keepers:—Contd.

Gould, Mrs. J. S. Deseronto.
Johnson, Mrs. W. S. Barrie.
Middleton, Mrs. T. Conover.
Mason, Mrs. J. H. Toronto.
Moore, Mrs. H. Toronto.
McLaren, Mrs. C. Raglan.
McQuigge, Mrs. W. Blairton.
Noyes, Mrs. Jno. Denfield.
Ormiston, Mrs. J. J. Raglan.
O'Rourke, Mrs. W. Peterboro.
Pettiford, Mrs. C. Toronto.
Pincombe, Mrs. C. Poplar Hill.
Wilson, Mrs. C. Toronto.
Waggoner, Mrs. A. S. Hamilton.
Allen, Miss E. V. Montreal.
Branscombe, Miss F. Colborne.
Burke, Miss J. Toronto.
Bothwick, Miss M. Ottawa.
Elliott, Miss E. Toronto.
Fairburn, Miss G. Windsor.
Gray, Miss V. Minden.
Hammell, Miss H. Brantford.
Holt, Miss G. Ottawa.
Justus, Miss, M. Bobcaygeon.
Kennedy, Miss M. Kingston.
McGillivray, Miss M. Purpleville.
Noonan, Miss E. Harper.
Noonan, Miss M. Harper.
Pilling, Miss G. Peterboro.
Rutherford, Miss E. Belleville.
Rielly, Miss M. Pembroke.
Ralph, Miss C. Lansdowne.
Rae, Miss M. Fergus.
Sager, Miss H. Napanee.
Sager, Miss B. Napanee.
Swayze, Miss E. Tillsonburg.
Spooner, Miss L. Kingston.
Schwartzentruber,
Miss K. New Hamburg.

Mill and Factory Workers:

Barnard, F. Tillsonburg.
Carson, H. Burlington.
Clements, H. Galt.
Cullen, A. Hamilton.
Gould, J. S. Deseronto.
Grant, H. Hamilton.
Hartwick, Jas. Napanee.
Moore, R. A. Toronto.
McRae, M. Cannington.
McGillivray, N. Toronto.
McMaster, R. W. Warton.
Pierce, C. Hamilton.

Mill and Factory Workers:—Contd.

Randall, R.	Paris.
Smith, M.	Acton.
Sours, D.	Clinton.
Thackaberry, W.	Braeside.
Woods, B.	Toronto.
Yack, L.	New Hamburg.
Young, G. S.	Toronto.

Machinists:

Mason, J. H.	Toronto.
-------------------	----------

Moulders:

Pettiford, C.	Toronto.
--------------------	----------

Post-Office Employees:

Grooms, H.	Toronto.
Gordon, D. G.	Toronto.
Henault, H.	Ottawa.
Jaffray, A. H.	Toronto.
Lobsinger, A.	Toronto.
McKay, Wm.	Toronto.
Quick, A. R.	Hamilton.
Roberts, H.	Toronto.
Tirrell, F. W.	Toronto.

Pattern-makers :

O'Neil, Jas.	Hamilton.
-------------------	-----------

Printers :

Crowder, V.	Ottawa.
Lawson, E. A.	Peterboro.
McIntosh, A. A.	Toronto.
O'Rourke, W.	Peterboro.
Pickard, W. C.	
Reeves, Geo.	Toronto.

Painters :

Allen, P.	Toronto.
Boulding, G.	Mount Forest.
Hagan, W.	Berlin.
Harmer, F.	New Hamburg.
Ryan, Chas.	Woodstock.
Staley, Con.	St. Williams.
Thompson, S.	London.

Shoe and Harness-Makers :

Charbonneau, L.	Cartwright, Man.
Chantler, Jas.	Woodstock.
Fraser, P.	
Flynn, J.	Toronto.
Gould, W. H.	London.
Hazelton, T.	Delta.
McIsaac, J.	Toronto.
Nahrgang, A.	New Hamburg.
O'Neil, N.	
Kelly, Jas.	
Rooney, T.	Toronto.
Smith, A.	Morrisburg.
Taylor, J. T.	Singhampton.
Waggoner, A. S.	Hamilton.

Teachers :

Bull, Miss M.	
James, Miss A.	
Johnson, Miss A.	Belleville.

Typewriters :

Kay, W.	Saginaw.
Waters M.	Toronto.

Present at Convention, but not ex-Pupils:

Burns, I. V.	Cobden.	Housekeeper.
Clements, N.	Toronto.	Cigarmaker.
Emery, Mrs. M.	Peterboro.	Housekeeper.
Grey, Mary.	City View.	Housekeeper.
Haves, W.	Peterboro.	Brass-finisher.
Hambly, D.	Nobleton.	Farmer;
Last, Laura.	Ottawa.	Housekeeper.
Moore, Mrs. B.	Toronto.	Housekeeper.
McRae, R. W. R.	Kingston.	Merchant.
McGregor, Mrs. P.	Almonte.	Housekeeper.
Riddle, Mrs. R.	Toronto.	Housekeeper.
Reynolds, J. P.	Clinton.	Farmer.
Sheehan, D.	Peterboro.	Laborer.
Smith, W. W.	Lanark.	Cabinet-maker.
Slater, R. C.	Toronto.	Printer.
Smith, Mrs. J. L.	Toronto.	Housekeeper.
Thompson, F. J.	Brampton.	Shoemaker.
Tirrell, Mrs. J. W.	Toronto.	Housekeeper.
Willis, Mrs. R. W.	Orillia.	Housekeeper.
Walker, J. C.	Toronto.	Draftsman.

Unclassified :

Newton, Jos.	Delta.	Stableman.
Cunningham, Miss M.	Oakville.	Supervisor of Girls, McKay Institute.
Shilton, J. T.	Toronto.	Student.

Every respectable deaf person residing in Ontario is eligible to membership in the Association, and is entitled to attend the convention, and on this occasion some two hundred, from all parts of the Province, assembled at their *alma mater*, where they spent three or four days of rare pleasure and profit. (See photogravure of the assemblage.)

The opening address of the retiring President, Mr. R. C. Slater, of Toronto, so well sets forth the aims and purposes of the convention that I take the liberty of making a few extracts therefrom. After expressing the gratification felt by the deaf because of the transference of the Institution to the Department of Education, and briefly sketching the history of the Association, he continued as follows: "The object of the Convention is to bring together all deaf-mutes of suitable age and intelligence, afford opportunities for consultation on all matters of interest to them and otherwise provide means for the promotion of the moral and intellectual well-being of those concerned. All admit that it is impossible for deaf-mutes, no matter how intelligent, to make mental progress and keep alive the spirit of ambition kindled at school without mutual assistance and sympathy. . . . None, perhaps, are in a situation to realize so vividly as the deaf-mutes must do the truth of the wise man's words, 'As iron sharpeneth iron, so doth a man the countenance of his friend.' None, indeed, I conceive, need more the mental stimulus that these meetings are calculated to give, and I trust that each succeeding Convention will show a more lively interest taken by the deaf at large in our biennial gatherings. All who are assembled here will, I am sure, join in deep and grateful appreciation of the blessings conferred by the educational training of the Institution—it can in no way be exaggerated. To all of us it has been the gift of a new and higher life. The difference in mental position between an adult deaf-mute who has never had the inestimable advantage of the training of the Institution and one who has early been brought under its beneficial influence, is almost as great as that between civilized and uncivilized races, though in mechanical aptitude there may be no such strongly marked distinction. We who are best able to appreciate the irreparable loss inflicted by the lack of early training should on all occasions urge on all within the sphere of our influence the solemn duty of seeing that deaf children are at the earliest age practicable sent to the beneficent nurture of the Institution. There is one point more which I wish to refer to before closing. That is the just pride which we deaf people as a class may take in the independent position which the great mass of us have attained to. We are not burdens on society, which some might argue as a necessity of our position, but on the contrary the deaf as a body are successful wage-earners, gaining the respect and approbation of the community. The wandering pedlar, making assumed or real affliction a plea for the purchase of useless goods, was never a representative figure amongst us, and though at one time we had with regret to hear of such caricatures of the deaf-mute community, we are now glad to believe that they have become all but extinct amongst us. Of some of our community we may well be proud. In capacity, character and success they hold their own in the world and are bright instances of what industry and energy can accomplish, however heavily handicapped. Finally, I would impress on all deaf-mutes the binding strength of the tie that unites us together, a common affliction that should be a common bond of union and promote kindly consideration for one another."



OFFICERS, TEACHERS, AND PUPILS, JUNE, 1906.

The Sunday services were of a very interesting and helpful character. The programme for the day will suffice to indicate their scope and character. The subjects of the various addresses were: "The Transfiguration of Christ," "The Second Coming of Christ," I. Peter, 3: 18, "The Spirit of the Age," "The Plan of Salvation." During the day the following hymns were beautifully rendered by a number of deaf ladies in the graceful and impressive sign language: "The Pilot Song," "Weeping will not save me," "Jesus, Tender Shepherd," "All Hail the Power of Jesus' Name," "I Shall Know Him," "Throw Out the Life Line," "Safe in the Arms of Jesus." Other addresses delivered during the Convention were: "Thought and Toil," "The Pursuit of Happiness," "Some Reminiscences of the Early Days of the Institution," and "Overcoming Obstacles." With an extract from the last address I will conclude: "Intelligent and judicious persistence will accomplish almost anything in this world. It will succeed equally well in peace or war, in love, politics or business. Blessed is the man who does not know when he is beaten, for he will succeed in ninety-nine cases out of a hundred. . . . Nothing much has ever been accomplished in this world without persistence. The man who never lets up will most certainly bring things to an end as he wants them, unless Providence intervenes. Intelligence is valuable; knowledge is one of the greatest aids to success. Character is a splendid asset, and stands for you when all other things may fail you. But all these often fail when dogged, unswerving and determined persistence wins."

LITERARY EXAMINER'S REPORT, 1906.

Hon. Dr. R. A. Pyne, Minister of Education, Toronto, Ont.:

SIR,—As Examiner of the Literary Classes of the Deaf and Dumb Institution, at Belleville, for the year 1906, I have the honor to report as follows:—

ARTICULATION CLASSES.

(a) *Miss Gibson's Room.*

There are thirty-three (33) pupils in six (6) grades or classes, with a Course of Study as follows:—

Class 1.—Vowels and consonants, single and in combination. Numbers to ten. A few simple actions. Names of classmates and teacher.

Class 2.—Articulation drill. Names of days, months and seasons. Names of people. Action work. Lord's prayer.

Class 3.—Articulation drill. Reading "From Far and Near." Nursery rhymes. Action work. Numbers in the hundreds.

Class 4.—Articulation drill. Journal work. Action work. Simple stories from lip-reading.

Class 5.—Articulation drill. News items from lip-reading. Stories from lip-reading. Conversation. Mental arithmetic.

Class 6.—Articulation drill. Advanced story work from lip-reading. Advanced journal work from lip-reading. Conversation.

(b) *Miss Cross' Room.*

Miss Cross has charge of thirty-two (32) pupils also on six (6) grades or classes, with a Course of Study as follows:—

Class 1.—Elements of sound and combinations. Numbers to twelve. Commands. Names of common things.

Class 2.—Lip-reading of easy words. Names of classmates and teacher. Coins. Days of the week. Actions with a ball.

Class 3.—Drill on vowels. Lord's prayer. Months and seasons. Numeration to 1,000. Easy questions. Reading from charts.

Class 4.—Word-building. Mental addition and subtraction. Commands and actions. Hidden objects.

Class 5.—Dictation of words. Ask and tell. Geography. Arithmetic.

Class 6.—Comparisons and opposites of adjectives. Stories. Arithmetic. Geography.

Lip-reading, so important to the mute, has reached a high degree of efficiency in the senior grades of this Institution. Acting on the suggestion of the Superintendent, new work was put to the pupils and questions on current events were asked and readily answered by them. Such questions as the following:—

Who won the Marathon race?

In what country was it won?

Where does the winner live?

When did he return home?

When was Victoria Day?

Why do we keep it?

Who lectured in the chapel that day?

Many other sentences were quickly understood from the lips and were readily answered, thus showing that the pupils keep track of current happenings. I was much pleased with the work in these classes, and noted much improvement from a year ago. All pupils are carefully examined as to their fitness to enter these classes, and those found capable of voice culture and therefore eligible for admission are accepted and placed under the care of the two above experienced teachers.

Apart from the Articulation classes, the regular class-room work is carried out in thirteen (13) different rooms and by as many teachers. The classes range from "A" to "M," and the tabulated results herewith indicate the standing of each pupil:—

CLASS A.—Mr. COLEMAN, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Mental Arithmetic.	Slate Arithmetic.	Language Forms.	Composition, Letters, etc.	History, Geography, Temperance.	Order.	Writing.	Total.
					15	16	28	9	24	4	4	100
1	Barnett, Gerald.....	16	9	1	10	13	26	9	23	4	3	88
2	Berthiaume, Marilda.	19	8	1	13	16	25	8	22	4	3	91
3	Cole, Amos.....	20	10	1	9	2	3	4	6	3	2	29
4	Duke, Ettie.....	21	11	1	2	6	5	5	8	4	3	32
5	Greene, Minnie.....	16	9	1	13	11	26	8	16	4	4	82
6	Hughes, Myrtle.....	14	7	1	15	16	28	9	24	4	4	100
7	McGregor, Ruby.....	15	8	1	15	16	28	9	24	4	4	100

CLASS B.—Mr. DENYS, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Geography and Canadian History.	Natural History.	Mental and written Arithmetic.	Incorporation and Temperance.	Letter Writing.	General Conversation.	Neatness and Order.	Total.
					20	10	10	20	10	20	10	100
1	Buchan, Alexander ..	14	7	1	4+5	6	5+4	8+5	8	14	6	65
2	Cratchley, Mabel	16	7	1	10+7	10	4+4	10+9	9	19	8	90
3	Clark, Adeline	17	9	1	4+6	9	3+4	10+4	9	14	6	69
4	Depew, Georgie	19	6	1	4+4	5	2+1	10+5	8	10	5	54
5	Gummo, Gertie	16	9	1	7+5	7	3+4	10+4	9	14	7	70
6	Gordon, Mary	14	7	1	8+7	10	4+4	10+8	9	18	7	85
7	Green, Mary	14	7	1	8+8	9	3+5	10+5	9	18	8	83
8	Gleadow, Norman	14	8	1	8+7	10	5+5	9+5	9	17	8	83
9	Hazlitt, William	14	7	1	10+8	8	4+5	9+5	9	17	8	83
10	Johnson, William	14	7	1	7+7	10	4+4	10+7	9	16	8	82
11	Lacombe, Joseph	19	7	1	5+5	7	5+5	3+2	8	14	5	59
12	Maas, Anna	15	8	1	9+9	9	3+5	10+9	9	19	8	90
13	Penprase, Ruth	16	8	1	7+6	8	4+4	8+5	9	14	8	73
14	Petrimoulx, George ..	15	7	1	9+5	9	4+5	9+6	9	19	8	83
15	Sipe, Thomas	15	7	1	7+5	7	5+5	10+5	8	17	8	77
16	Tudhope, Laura	16	10	1	5+5	7	4+5	9+5	9	16	8	73
17	Walter, John T.	15	9	1	10+9	9	3+5	9+8	9	18	8	90

CLASS C.—Mr. BALIS, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Mental Arithmetic.	Practical Arithmetic.	Grammatical Exercises.	Miscellaneous Language Ex.	Composition.	Order Management.	Writing.	Total.
					10	10	20	20	20	10	10	100
1	Boomer, Duncan	18	10	2	5	4	14	5	8	10	5	61
2	Burk, Elsie	14	8	1	9	6	12	11	12	5	5	60
3	Chaine, Joseph	15	8	1	3	5	8	6	10	3	3	38
4	Chestnut, Arlie	13	7	1	10	9	14	13	15	10	10	81
5	Croucher, John	20	11	1								
6	Cunningham, Martha ..	17	11	1	4	4	12	12	16	10	6	64
7	Elliott, George	16	6	1	10	10	14	17	15	6	6	78
8	Franklin, Sara	14	5	1	10	9	15	14	16	10	10	84
9	Harper, Marion	15	4	1	8	9	15	11	15	8	8	74
10	Hoare, Ethel	15	8	1	9	7	16	8	20	5	8	73
11	Hough, Ethel	14	7	1	10	6	14	17	13	5	8	73
12	Hustwayte, Franz	16	8	1	9	7	14	16	15	8	10	79
13	Ireland, Louis	17	10	1	6	4	12	10	12	6	3	53
14	McCreedy, Aletha	15	8	1	9	6	13	13	20	8	8	77
15	McCaul, Alex.	18	5	1	7	6	16	15	16	10	5	75
16	Parent, Sophia	17	8	1	6	3	12	12	15	6	5	59
17	Scott, William	14	3	1	10	6	16	14	16	5	10	77
18	Veitch, Elizabeth	17	10	2	9	7	13	17	15	10	10	81

CLASS D.—Miss TEMPLETON, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Mental Arithmetic.	Slate Arithmetic.	Geography.	Miscellaneous Questions.	Language.	Grammatical Exercises.	Time Lesson.	Total.
					10	10	10	10	30	20	10	100
1	Brooks, Effa.....	13	6	1	10	10	9	9	23	19	9	89
2	Brown, Daisy.....	16	8	1	10	9	9	7	18	18	8	79
3	Brown, Fred.....	13	7	1	10	8	10	8	16	17	8	77
4	Bowman, Ellsworth..	13	6	1	10	9	9	8	22	18	8	84
5	Carter, Stella.....	17	10	1	7	9	9	7	17	13	7	69
6	Dalgleish, Elizabeth..	13	6	1	10	9	10	8	18	17	8	80
7	Ensminger, Maggie...	14	8	1	7	8	6	6	18	11	6	62
8	Fishbein, Sophia.....	12	7	1	9	10	9	8	21	18	10	85
9	Gannon, Ellen.....	16	4	1	10	9	9	7	19	18	8	80
10	Gibson, Winnie.....	16	8	1	5	7	8	6	15	12	9	62
11	Greene, Thomas.....	13	7	1	10	10	10	9	21	18	9	87
12	Herman, Pearl.....	14	7	1	8	8	9	9	21	18	9	82
13	Jewell, Ena.....	14	8	1	8	9	8	6	18	16	8	73
14	Yager, Nettie.....	13	6	1	10	10	9	8	22	18	10	87
15	Young, Fred.....	13	6	1	10	9	9	8	20	17	10	83
16	Zimmerman, Candace	16	7	1	10	10	10	9	23	19	10	91

CLASS E.—Mr. CAMPBELL, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Mental Arithmetic.	Written Arithmetic.	Incorporation.	Miscellaneous Language Exercises and Artisans.	Asking Questions and Geography.	News, the Lord's Prayer, Pictures.	Writing and Order.	Total.
					10	10	20	20	20	10	10	100
1	Aldcorn, Barbara....	15	8	1	6	6	17	13	16	7	7	72
2	Bain, Josephine.....	18	5	1	10	8	16	16	16	8	6	80
3	Boyle, Mary T.....	14	7	1	10	9	17	17	16	8	6	83
4	Brown, Florence.....	14	7	1	10	9	17	18	18	9	6	87
5	Charliebois, Walter..	13	6	1	10	8	15	16	17	7	5	78
6	Cole, Rose.....	13	5	1	10	7	17	15	16	7	5	77
7	Courneya, Addie.....	19	6	1	9	7	17	17	17	8	6	81
8	Etherington, Mabel..	14	1	1	0	0	10	7	8	3	5	33
9	Garner, Esther E....	19	7	2	3	1	17	15	16	7	7	66
10	Graham, Victor.....	13	7	1	10	9	17	17	18	8	6	85
11	Mason, Myrtle.....	13	5	1	8	5	18	17	15	8	5	76
12	McLaren, George D..	13	5	1	9	9	18	18	18	9	7	88
13	Noble, Edgar.....	13	6	1	6	7	16	13	13	6	6	67
14	Robertson, Stewart...	17	4	1	9	9	14	17	16	9	7	81
15	Stevens, Grace.....	13	1	1	7	9	19	19	19	9	7	89
16	Young, Clara.....	16	8	1	0	0	10	8	5	4	5	32
17	Zinke, Charles.....	19	6	1	4	4	11	6	5	5	5	40

CLASS F.—Mr. STEWART, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Mental Arithmetic.	Written Arithmetic.	Incorporation.	Miscellaneous Language Exercises and Artisans.	Asking Questions and Geography.	News, Lord's Prayer, Picture Description.	Writing and Order.	Total.
					10	10	20	20	20	10	10	100
1	Anderson, Harvey....	16	4	1	6	7	15	15	15	7	6	71
2	Barclay, Helen	13	5	1	7	7	14	15	15	7	7	72
3	Best, Olive	14	5	1	7	7	16	16	16	8	7	77
4	Buller, Henry.....	14	3	1	8	8	13	13	13	6	6	67
5	Burley, Willie.....	13	3	1	3	3	8	8	10	5	7	44
6	Coursey, Viola.....	15	6	1	7	7	10	10	10	5	6	55
7	Curtis, Lillian.....	14	5	1	8	8	18	18	18	9	9	88
8	Goetz, Gregory.....	18	3	1	8	8	17	16	17	9	9	84
9	Hartley, Clara.....	12	5	1	6	6	14	14	14	6	7	67
10	Hughes, Iva.....	12	5	1	7	7	15	15	15	8	7	74
11	Johnston, Bertha....	16	6	1	8	8	18	18	18	8	9	87
12	Komph, Spray.....	14	5	1	7	7	14	14	14	8	7	71
13	Kraemer, Johana....	17	6	1	7	8	18	18	18	9	9	87
14	McFarlane, Mona....	12	5	1	8	8	18	18	18	9	9	88
15	MacLachlan, Willie..	16	5	1	9	9	14	14	15	8	7	76
16	Nelson, Ethel.....	13	6	1	6	7	16	16	16	8	7	76
17	Wilson, Arthur.....	12	5	1	8	7	14	14	14	6	7	70

CLASS G.—MISS LINN, Teacher.

[illegible]

CLASS H.—MRS. TERRILL, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Nouns, Plurals.	Adjectives, Actions.	Incorporation.	Miscellaneous Writing.	Arithmetic, Colors.	Notation, Answers to Questions.	Total.
					25	20	10	15	15	15	100
1	Breault, Gertie.....	18	5	2	15	15	10	12	12	10	74
2	Blake, Frederick.....	13	2	1	15	16	8	0	4	12	55
3	Dorschner, Charles...	9	3	1	15	15	8	10	10	10	68
4	Fountain, Farley.....	9	4	1	15	15	5	0	12	13	60
5	Jennings, Frank.....	8	2	1	15	12	0	0	5	8	40
6	Lorentz, Mary.....	16	4	1	20	15	8	10	12	12	77
7	Morton, Floyd.....	11	1	1	12	12	8	5	5	8	50
8	Parker, Beatrice.....	15	5	1	15	15	10	12	12	12	76
9	Shepley, May.....	18	3	3	16	16	10	12	12	12	78
10	Schwalm, Mary.....	14	4	2	20	18	10	5	5	12	70
11	Shackleton, Alfred...	16	3	1	15	15	10	8	12	15	75
12	Smith, Percy.....	10	3	1	20	15	8	8	12	12	75

CLASS I.—MISS BULL, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Mental Arithmetic.	Written Arithmetic.	Miscellaneous.	Questions.	Incorporation.	Writing, Order, and Management.	Total.
					10	10	20	20	30	10	100
1	Bain, Olive.....	13	4	1	10	9	14	16	19	6	74
2	Berthiaume, Dorina..	11	5	1	9	9	16	16	20	5	75
3	Derochie, Clara.....	16	4	1	2	4	15	16	20	4	61
4	Forrester, Harry.....	12	4	1	10	9	18	16	20	6	79
5	Gordon, Annie.....	11	4	1	10	8	17	17	20	8	80
6	Gibson, Maggie.....	12	4	1	6	6	16	16	18	6	68
7	Meloche, Edmund...	13	4	1	6	6	14	16	15	6	63
8	Mitchell, Geo. Lloyd.	13	5	1	5	5	15	15	20	7	67
9	McLaren, John Charles	11	5	1	9	9	16	16	19	7	76
10	Nelson, Florence.....	14	4	1	10	10	20	20	28	9	97
11	Pollock, Bessie.....	12	5	1	9	7	18	18	27	10	89
12	Paddison, Thomas...	13	5	1	9	8	15	15	18	5	70
13	Quigley, Walter.....	14	6	1	9	6	16	16	24	5	76
14	Salmon, Albert V. ...	13	5	1	9	8	16	16	27	7	83
15	Whistle, Mary Jane..	17	3	1	10	10	19	19	29	9	96

CLASS J.—MR. FORRESTER, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Arithmetic, Not Num. Sums.	Arithmetic Problems.	Actions.	Questions.	Elliptical Ex., Pictures, etc.	Writing and Order.	Total.
					10	10	25	25	20	10	100
1	Barnett, Winnifred.....	11	4	1	8	7	17	20	16	6	74
2	Berthiaume, Lionel.....	10	3	1	7	7	17	20	18	6	75
3	Earl, Charles.....	12	3	1	7	4	15	11	14	6	57
4	Edwards, Mary.....	10	1	1	9	9	20	22	16	6	82
5	Fishbein, Herbert.....	9	3	1	9	7	19	22	18	5	80
6	Fountain, Herbert.....	11	4	1	8	7	18	20	17	6	76
7	Granger, Martha.....	16	5	1	8	7	21	21	16	6	79
8	Hall, Ewart J.....	10	3	1	7	6	19	22	17	5	76
9	Hartwick, Archibald...	10	3 $\frac{1}{2}$	1	8	6	16	13	15	4	62
10	Huband, Gerald.....	10	3	1	5	5	16	13	14	4	57
11	Kindree, Earl.....	10	3	1	6	6	17	19	16	6	70
12	Lawson, Lila.....	9	4	1	5	6	15	18	17	4	65
13	Maitre, James.....	23	5	1	9	7	19	18	16	6	75
14	Marquardt, Gusgtave...	23	2	1	8	7	15	18	16	7	71
15	McCallum, Chas. Roy..	12	3	1	9	7	20	22	18	6	82
16	Ryan, Chas.....	11	5	1	6	6	22	22	17	7	80
17	Trethewey, Roy Clinton	10	3	1	6	6	21	20	17	5	75

CLASS K.—MRS. S. C. BALIS, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Action Writing.	News and Letters.	Questions and Answers.	Elliptical Sentences.	Miscellaneous.	Numbers.	Addition and Subtraction.	Total.
					20	20	10	10	10	10	20	100
1	Barker, Isabella.....	9	2	1	16	18	8	9	10	10	18	89
2	Buchan, Drusilla.....	9	2	1	18	18	9	9	9	8	13	84
3	Curry, Duncan.....	12	3	1	10	10	4	5	5	5	12	51
4	Fleet, Ellen.....	10	3	1	15	16	7	7	10	9	10	74
5	Gauvreau, Telesphore	11	2	1	2	2	0	4	2	2	0	12
6	Gerolamy, Marie.....	8	2	1	15	12	6	7	8	9	14	71
7	Hazlitt, Dorothy.....	11	2	1	19	18	9	9	10	10	19	94
8	Hazlitt, Evelyn.....	12	2	1	19	18	9	9	10	10	19	94
9	Holbrook, Agnes L....	14	1	1	10	10	5	7	4	5	8	49
10	Kennedy, Muriel....	9	2	1	19	8	9	9	9	8	12	84
11	Laughed, Annie E....	9	2	1	15	15	7	9	7	7	10	70
12	McAdam Wesley.....	11	3	1	18	15	7	8	10	9	18	85
13	Neville, Mamie.....	10	3	1	10	15	6	5	9	6	10	61
14	Porter, Annie.....	9	3	1	Left for Manitoba April 10th.							
15	Whitson, Janet.....	10	3	1	15	15	8	7	7	8	14	74
16	Whitworth, Florence.	10	3	1	19	18	9	9	10	10	15	90
17	Windrim, Rita.....	13	1	1	10	14	7	6	7	5	8	57

CLASS L.—MISS JAMES, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Objects.	Plurals.	Adjectives.	Actions.	Counting.	Miscellaneous.	Writing.	Total.
					10	10	20	30	10	10	10	100
1	Balkwill, Clara.....	8	1	1	4	3	12	18	8	5	8	58
2	Brown, Lily.....	8	1	1	2	1	10	6	.....	1	5	25
3	Doubledde, Sara Lena	8	1	1	4	2	12	15	4	2	10	49
4	Golds, Margaret.....	8	1	1	10	10	20	30	10	10	10	100
5	Hamilton, Alma.....	9	2	2	8	7	19	28	9	9	9	89
6	Heaslip, Myrtle O. G	8	1	1	7	6	19	25	4	7	8	76
7	Lloyd, Ruth Gladys..	8	1	1	8	9	20	29	10	9	9	94
8	Marks, Jennie.....	7	1	1	4	6	14	11	2	3	5	45
9	McDougall, Elsie.....	10	1	1	10	9	20	30	9	10	10	98
10	Peacock, Ada.....	9	2	2	10	9	20	23	10	8	10	90
11	Sours, Gladys.....	8	1	1	10	10	20	29	10	10	10	99
12	Toll, Nova Rose.....	8	1	1	7	8	20	26	10	10	10	91
13	Watson, Muriel.....	7	1	1	.....	.....	.....	.....	.....	.....	.....	.....

CLASS M.—MR. INGRAM, Teacher.

No.	Name.	Age.	No. of Session.	No. of Session in Class.	Objects.	Plurals.	Adjectives.	Actions.	Counting.	Miscellaneous.	Writing and Order.	Total.
					10	10	20	30	10	10	10	100
1	Brigham, Thos. Leo..	7	1	1	8	9	15	26	9	8	8	83
2	Brown, Thos. Herbert	9	1	1	10	9	18	26	10	9	10	92
3	Bruss, Henry.....	14	1	1	4	7	12	22	9	7	6	67
4	Buchan, John.....	7	1	1	6	8	15	26	5	7	6	77
5	Carefoot, Seymour...	17	1	1	.....	.....	.....	.....	.....	.....	.....	.....
6	Evoy, Jas.	8	2	1	2	4	6	15	2	1	3	33
7	Forrester, Asa.....	8	1	1	8	9	12	25	7	4	6	71
8	Green, James.....	8	1	1	9	10	18	28	8	9	9	91
9	Loper, Cyril.....	9	1	1	4	8	14	23	5	4	5	63
10	Martin, Absalom....	9	1	1	7	6	15	24	5	8	9	71
11	McDougall, Peter....	9	1	1	8	10	19	28	10	8	7	90
12	McMillan, Joseph....	9	1 $\frac{1}{2}$	1	4	10	15	20	7	5	6	67
13	Paul, Edward Geo....	8	1	1	8	9	14	25	9	5	6	76
14	Penprase, Alfred....	8	1	1	8	6	14	24	5	4	6	66
15	Smith, Edward Scott.	15	1	1	10	10	19	29	8	9	9	94
16	Walker, Achille.....	10	1	1	6	8	12	24	7	7	7	72

I examined carefully the work done by each and am thoroughly satisfied that every teacher on the staff of this Institution is an honest, conscientious teacher and anxious to accomplish the best results possible. There are, of course, some differences in the vim and vigor with which the teachers do their work, but in a report of this kind to individualize would be invidious. All are above the average.

OTHER CLASSES.

In addition to the regular class-room work, the pupils have the benefit of special classes and trade-work, as follows:—

(a) *Domestic Science*.—This class is in charge of Miss Gowsell. Here the



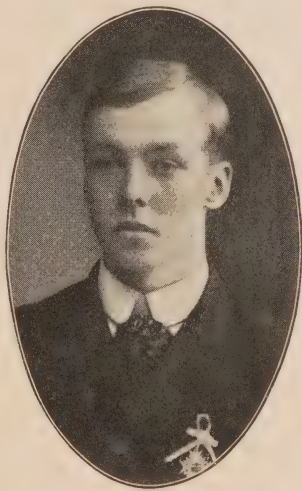
MISS ANNETTA JOHNSTON,
Brantford,
Winner of Stratton Gold Medal for
General Proficiency, June, 1906.



MISS MARY E. REILLY,
Pembroke.
Winner of Institution Silver Medal
for General Proficiency, June, 1906.



MISS VIOLET GRAY,
Gelert.
Winner of Institution Silver Medal in
Domestic Science Class, June, 1906.



MR. ALEXANDER LOBSINGER,
Mildmay.
Silver Medalist for Good Conduct,
June, 1906.

girls learn to cook and do other work pertaining to the home. They do it well, too. A practical demonstration quieted all my doubts in this respect, and we had a splendid dinner prepared by the pupils of this department. The boys also learn to sew and much of their work is commendable, indeed.

(b) *Dressmaking and Millinery*.—The regular Dressmaking and Millinery Department is in charge of Miss Dempsey, and I had the pleasure of looking at a large class of pupils who are now able to make their own dresses and who make dresses for smaller pupils.

(c) *Manual Training*.—Mr. Forrester, an expert in manual training, presides over this department. As is usual, the pupils are very much interested in this work. Samples of the work done will compare favorably with that of other schools in Ontario.

(d) *Laundry, Printing Office, Shoeshop, Bakery, Carpenter Shop*.—To these add the Laundry, Printing Office, Shoeshop, Carpenter Shop and the Barber Shop—all of which have pupils—and some idea may be formed of the great benefit of the Institution to the pupils in attendance. I made special visits to all these departments and examined the work in detail. Those in charge were courteous, kind and very agreeable to my inspection of their work.

DISCIPLINE, PUBLIC HEALTH, PUPILS, &c.

The discipline throughout the Institution is perfect. There is not apparent the slightest degree of friction. The buildings and grounds are models of neatness. The schoolrooms and dormitories are scrupulously clean. The Hospital in connection has not been used at all during the year, the pupils being free from serious ailments, but the building is fit for use at any minute, so thoroughly in order is it kept by the officer in charge.

The pupils, 212 in number, are orderly, kind to one another, neat and cleanly in appearance and most attentive to their work. They desire to excel and submit to examination with zeal and confidence.

I addressed the graduating class and am satisfied they are leaving this, their Alma Mater, with the proper conceptions of life and are determined to become good and useful citizens.

The work of the Examiner is arduous, but pleasant. The uniformly kind and courteous treatment accorded me by every teacher and officer of the Institution lightened the labor and I commend the Institution to the attention of our public men. There are so few who know of its real worth.

In conclusion, permit me to say that the genial, ever ready and always at hand Superintendent and Principal, Mr. R. Mathison, is as active as ever and absolutely knows and directs the work of the Institution from cellar to attic.

I have the honor to be,

Sir,

Your obedient servant,

(Signed) W. SPANKIE, M.D.,
Literary Examiner.

Kingston, Ont., June 1, 1906.

SOME FACTS TO THINK ABOUT.

According to recent statistics, there are no less than 615 schools for the deaf in the world. These schools have an attendance of 38,854 pupils, and employ 4,839 teachers, distributed as follows: Africa, seven schools with 16 teachers and 127 pupils; Australia, ten schools with 70 teachers and 669 pupils; Asia, six schools with 23 teachers and 116 pupils; Europe, 450 schools with 3,207 teachers and 11,760 pupils; North America, 135 schools with 1,489

teachers and 11,760 pupils; South America, seven schools with 34 teachers and 229 pupils. Of these 615 schools, 134 are public and 87 are private boarding schools; 144 are public and 19 are private day schools; while 56 public and 34 private schools have both day and boarding pupils. Of these 38,854 pupils, 21,858 are taught exclusively by the combined system, while there is no record concerning methods used with the remaining 16,996. The methods of instruction in the various schools differ as a matter of course, but the following are the principal methods adopted:

(1) The Manual Method.—Signs, the manual alphabet, and writing are the chief means used in the instruction of pupils, and the principal objects aimed at are mental development and facility in the comprehension and use of written language. The degree of relative importance given to these three means varies in the different schools, but it is a difference only in degree, and the end aimed at is the same in all.

(2) The Manual Alphabet Method.—The manual alphabet and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are the same as in Number 1.

(3) The Oral Method.—Speech and speech reading, together with writing, are made the chief means of instruction.

(4) The Auricular Method.—The hearing of semi-deaf persons is utilized and developed to the greatest possible extent, and, with or without the aid of artificial appliances, their education is carried on chiefly through the use of speech and hearing, together with writing. The aim of this method is to graduate its pupils as hard-of-hearing speaking people instead of deaf-mutes.

(5) The Combined System.—Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual or the Manual Alphabet Method, and as far as circumstances permit, such method is chosen for each pupil as seems adapted for his individual case. Speech and speech-reading are taught where the measure of success seems to justify the labor expended, and in most of the schools, some of the pupils are taught wholly or chiefly by the Oral Method or by the Auricular Method.

In regard to the difficulties attending the education of the deaf, and the onerous duties and responsibilities of the teachers, the *Texas Lone Star* remarks very tersely and truly: "Teachers of the deaf have as many things to worry them, as many anxieties as teachers of the hearing, perhaps more. The peculiar difficulties of their task of reaching minds to which the main avenue is closed impose a constant nervous strain, and a high-strung, nervous person, one who is not thoroughly self-possessed or does not make proper distribution of her time, will sooner or later break down at it. Besides the increased worry, the teacher of deaf children has more outside work in the way of preparing and correcting lessons than the teacher of hearing children. Deaf pupils are much more dependent on their teachers than hearing pupils; they learn less from their associations out of school, their language has to be built up for them largely by the teacher, and their deficiency in language makes it difficult to teach them any of the common English branches taught in the public schools. Then, too, hearing children get a great deal of assistance from their home folks in preparing lessons at night for the next day. In schools for the deaf this work falls upon the

teachers. The conscientious teacher of the deaf is very far from having a 'soft snap.' Able, conscientious teachers are never overpaid for their work. Indeed, it is one of the anomalies in modern social life, that they are almost universally underpaid. There is perhaps no class of people, except ministers of the gospel, who are so poorly paid in proportion to what is required of them. This will always be the case until teachers take steps to better their condition by organized and systematic effort. Labor unions have done much to raise and keep up the remuneration of those engaged in the various industries. Some sort of combined effort on the part of teachers would doubtless result in material good to them. It is true that the teacher's occupation should be largely a labor of love, like that of the ministry, but one cannot live on love alone, and the rest of the world should not selfishly take advantage of this feature in the work of education. We have discussed the subject of the teacher's pay a number of times before, at the risk perhaps of becoming tiresome to some people, but we propose to keep it up."

DEAF-MUTES IN THE POSTAL SERVICE.

Last year a new field of employment was opened up for the deaf in Canada by the wise and generous action of the Post-Office Department of the Dominion in offering a number of situations in the outside service to suitable deaf-mutes capable of filling the places. The initiative in this commendable innovation was taken by Mr. George Ross, Chief Superintendent of the Post Office Department, who for many years manifested a warm interest in the welfare of the deaf; and his suggestion was heartily concurred in by Sir William Mulock, then Postmaster-General, and Dr. R. M. Coulter, Deputy Postmaster-General, and the new policy has been endorsed and continued. This departure was necessarily a tentative one at first, four deaf clerks having been employed in Toronto as an experiment, and so well did they perform their duties, and so pleased were the authorities with their work, that others have been added, and there are now in the Post Offices of the Dominion the following named deaf persons:—

Toronto—A. W. Roberts, Arthur Jaffray, A. C. Shepherd, W. C. McKay, F. W. Terrell, F. E. Doyle, R. W. McMaster, A. Lobsinger, H. Grooms. *Hamilton*—A. R. Quick. *Ottawa*—D. G. E. Gordon, H. Henault. *Montreal*—Chas. Hart, E. H. Whitehead, A. LaFrance, J. B. Mainville, A. Blache, N. Queensville, J. McPhee, W. Lagace. *Quebec*—J. A. Laberge, J. Garipey. *St. John*—H. Breen, Wm. McDonald. *Winnipeg*—A. Wright, B. Partridge, H. A. Lonsdale, C. Pettypiece.

Only deaf young men have been selected up to this time, but as hearing and speaking young women occupy places in the service, it is hoped deaf young women, who are fitted for the duties, may have an equal chance of serving the country. This is a kind of work for which the educated deaf are peculiarly well adapted, and in which they should become efficient. The chief requirements are manual dexterity, quick apprehension, scrupulous accuracy, a retentive memory, and a fair amount of education; and in at least four of these qualities the deaf are not wanting. A number of the pupils who have graduated from this and the other Institutions in the Dominion are fully competent to successfully fill these and similar positions; and, moreover, in work of this nature, their very infirmity might almost be said to constitute a special qualification and increase their efficiency, for there is little occasion for communicating with others, and their deafness tends to



OFFICERS AND TEACHERS, JUNE, 1906.

increase their closeness of observation and concentration of attention to the work on hand. It is to be hoped that the new policy thus inaugurated, and which has already passed the experimental stage and been amply justified by results, will soon be greatly extended, and that it will not be long before many of the deaf will be employed, not only in this, but in various other public departments at both Ottawa and Toronto, and that they will soon be accorded a recognized position in the Civil Service of Canada and the various Provinces thereof.

INDUSTRIAL DEPARTMENTS, 1905-1906.

The work in the Industrial Departments during the past year was carried on as usual, and the improvement made was quite noticeable. The reports of those in charge were encouraging and the results all that could be desired or looked for.

Manual Training. Twelve boys received instruction in this department during the past session, and all have benefited by the training afforded. The new pupils admitted in the fall were much smaller than those of previous years, but I am pleased to say the work turned out has lost nothing either in quality or in quantity. One or two show surprising aptitude for the work. Two of the boys, having finished the course in woodwork, received some instruction in carving. The pupils worked well and their conduct was excellent. Language work also forms part of the course.

Domestic Science. During the session thirty-five girls received instructions in this department. The pupils were interested and appreciated the advantages to be derived from this work later in life. Promptness, neatness and accuracy were emphasized.

Class 1. A class of six girls, completed the third year's work, consisting of a review of previous work; lessons in canning and preserving of fruits and vegetables, the making of jelly and marmalade; cooking of fish, fish sauces, poultry, stuffing, gravies and meat sauces; preparing hot and cold desserts, pudding sauces, frozen dishes, confections, baking powder mixtures, pastry, salads, sandwiches; cooking of seasonable dishes; planning of meals, cooking and serving the same, planning and preparing of meals for the sick; also, some valuable information on home-nursing was given. The linens in the dining-room were cared for by the pupils.

Class 2. A class of nine girls, reviewed the previous year's work and received instructions in bread-making, cooking of meats, preparing made-over dishes, soup-making, the making of a few salads, and the cooking of seasonable dishes. Simple house-work was taught, the pupils being responsible for the order of the rooms. Practice work in the serving of meals was given after the necessary instructions.

Sewing Class—Boys. This class sewed for one hour each week, the aim being first to teach the various stitch forms and darning. After a thorough knowledge of these were gained, their coats and vests were mended when necessary. Order and neatness were encouraged.

Sewing Class—Girls. The girls of the Sewing Class have been very attentive and showed excellent progress, so much so that eight of them, prior to going home, fitted and made their dresses, which were given them by the Institution for prizes. Those who graduated from this class are quite prepared to make a living by their needle outside.

The boys in the Shoeshop showed an improvement on former sessions in the character of the work done. Although there were not so many engaged, they were able to do about the same amount of new work and considerably more repairing than in former years. They applied themselves faithfully to their duties, and two of them who did not return are now working in the western part of the Province and making a good living.

A couple of boys who were in the Carpenter Shop last year are now employed near Toronto and are doing well, receiving as much pay for their labor as hearing and speaking men.

There was only one boy in the Bakery learning the trade last year, and he has returned for further instruction. He is likely to be an excellent workman, bread-baker, and pastry-cook.

The work in the foregoing departments is a very important part of our instruction, and those who go out from here with a fair education and a knowledge of a trade are prepared to make a living for themselves and help their parents or friends who sacrificed for them in their earlier years. The extension of the Industrial Departments might well be considered in the near future.

MANUAL ALPHABET IN THE PUBLIC SCHOOLS.

Ten years ago I recommended that, in any series of school books issued under the authority of the Education Department, the Manual Alphabet for the Deaf ought to secure a place and be taught in the Public Schools of the Province. My reference to the matter then was: "I would respectfully urge the great desirability of having the Manual Alphabet taught in the Public Schools of the Province, and of this end having it incorporated in at least one text-book used in each class in those schools. A very few minutes' instruction and practice each day would make each child proficient in its use sufficient for all practical purposes. Even if it is deemed inexpedient to make it compulsory to teach dactylology, yet if only the opportunity were given no doubt a large majority of the pupils would learn and practice it of their own accord without interfering to the slightest extent with their other studies. The population of Canada includes some thousands of deaf-mutes scattered throughout the community, and nearly all hearing people come into contact with them at not infrequent intervals, and it would be of decided advantage to both the deaf and the hearing to possess this easy and ready means of intercommunication. The Province now, each year, spends a considerable sum of money to educate the deaf, in order that they may become useful and self-supporting citizens, able to take their place and work out their destiny side by side with their hearing fellows. Such an expenditure is undoubtedly a wise one, and productive of great benefit to the community at large, as well as specially to the deaf. The results sought for in after life are to a large extent nullified, however, by the lack of a common medium of communication between the deaf and the hearing, the deaf being thus placed at a very great disadvantage in their efforts to obtain a livelihood. Anyone who gives the matter consideration will readily perceive, therefore, that if all hearing people were familiar with the manual alphabet the beneficent effects of deaf-mute education would, for practical use, be multiplied manifold, and the community at large would thus get a vastly greater return for its outlay in this direction with no further expenditure whatever except the insignificant cost of adding one more page to a few of the Public school text-

books. And beyond the public benefit of dactylology for the purpose indicated above, its intrinsic value would make it well worth the while to have it taught in the Public schools; for the occasions are not infrequent in every man's life where the knowledge of this means of silent communication with others, near by or far off, would be of very great practical utility."

VISIT OF DR. LOVE TO EUROPEAN AND AMERICAN INSTITUTES.

Dr. James Kerr Love, the distinguished aurist, of Glasgow, Scotland, has just issued his report on visits to European and American Institutions for the Education of the Deaf during the years 1904-1906. Dr. Love was commissioned by the custodians of the Carnegie Fund to examine into the workings of various schools for the deaf in Canada, America and the Old World. In 1904-05 he made himself acquainted with the workings of the schools for the deaf in Germany, France, Denmark, England, Ireland and Scotland, and in 1906 visited the more important institutions in the United States and Canada. He gives his opinions frankly, and remarks about our school as follows:—

"Belleville Institution, Ontario, Canada, (Principal Mathison).—Two hundred and fifteen pupils. This is a 'combined' school, and but little oral work is attempted. The course is seven to eight years. Canada is peculiarly fitted for the deaf-mute. It is labor which is wanted there more than anything else, and, during the short school course existing at Belleville, it is possible to make the deaf child fit to earn a living with a certainty not known in Britain. The school course is too short for anything but the production of wage-earners, and the classes are too large. But the Principal accomplishes his avowed object, viz., to make his deaf children earn a living in a country where labor is plentiful and workmen scarce. Aside from the question of system, the school is one of the best managed on either side of the Atlantic. The cost per head is £43 per annum."

TO INCREASE THE EFFICIENCY OF THE INSTITUTION.

In the past nearly every year we added some feature towards making our Institution more efficient as experience and circumstances suggested. In the future, among other requirements in this direction, I would suggest:—A Modern School Building with large Assembly Hall, library, art rooms, etc., a Gymnasium with swimming tanks, a Playroom for small girls, a Kindergarten Class, an Advanced Class in literature, General Classes not to exceed fourteen pupils. Change the name to "School for the Deaf." Extend the time limit from seven to ten years for pupils in literary department. Regular drill for the boys is provided when Mr. Rodwell arrives at the new year.

REPAIRS, ALTERATIONS AND ADDITIONS.

Thanks to the generosity of the Department, we were enabled during the summer to make extensive and much-needed repairs and improvements in and about the Institution. New metal ceilings have been put in eleven classrooms and the boys' and the girls' sitting-room, and the latter has also a new floor. The Superintendent's office has been renovated and the chapel greatly improved in appearance, both the ceiling and the walls having been covered with metal sheeting, decorated and painted. New desks have been provided for the two senior class-rooms; they are of the latest and most approved pattern and can be raised or lowered to suit the convenience of each pupil. A new cement floor was put in the basement, which will serve as a

boys' play-room. A cement walk has been laid from the Institution to the road; also other walks around the buildings as required. The chief improvements, however, have been in the engineer's department, where a new engine for running the laundry, and other work, has been installed; also, a new hot water heater, so that there should now be no difficulty in keeping every part of the building in even heat during the most inclement weather.

A new School House, with assembly room, class-rooms, gymnasium, swimming baths and other conveniences, is an absolute necessity, and the erection of it should be commenced without delay. In the past, the present buildings have been taxed to their utmost capacity and the probabilities are that the number of pupils will increase from year to year in the future. Even with the present population, the buildings are too small to meet requirements. The overcrowding of school-rooms, dormitories, etc., is very injurious to the health of the children, teachers and officers. To eat, sleep, go to school, and work in the same building from day to day, during a season, is very trying to those compelled to stay here. The majority of those attending the Institution are too young to engage for exercise at the manual trades; therefore, more sheltered room for stormy days is needed for recreation and physical culture.

Other additions are required, such as another root-house, an extension and rebuilding of the present conservatory, which has outlived its usefulness, a new shed for housing farm implements, a dividing fence in barnyard and cement walks where the plank ones are becoming dilapidated.

The piano in the officers' parlor is used up generally and a new one would greatly add to the enjoyment of those living inside the building during the long winter evenings.

VISITING CLERGYMEN.

The clergymen of the various denominations have been very attentive and regular in their visitations to the children belonging to their churches, and great good has been accomplished. Through their ministrations, a number of pupils have joined the Presbyterian Church, the Methodist Church, the Roman Catholic Church, the English Church, and the Baptist Church. The regular visiting clergymen on our list are: Rev. Canon Burke, Rt. Rev. Monsignor Farrelley, V.G., Rev. Chas. H. Emerson (Baptist), Rev. G. W. Beamish (Anglican), Rev. A. H. Drumm, Rev. R. S. Laidlaw, B.A. (Presbyterian), Rev. R. H. Leitch, Rev. J. P. Wilson, Rev. Geo. Brown (Methodist), Rev. Father Twomey, Rev. Father J. A. Traynor. Mr. Paul Denys has been indefatigable in specially preparing the pupils of the Roman Catholic Church for confirmation. A Bible-class on Sunday afternoons, at which the International Series of Sunday-School Lessons have been taught to eighty or ninety of the larger pupils, and carried on for a number of years by Miss Annie Mathison, will be hereafter in charge of Miss G. Linn, who is well qualified for the post. Miss Mathison, although not officially connected with the Institution, knowing the sign language of the deaf thoroughly, gave her services voluntarily and freely for the past ten years without any remuneration whatever. The pupils valued her work and have given many evidences of their interest therein.

INCREASE OF SALARIES.

It is well known that the cost of living has increased from thirty to forty per cent. during the last two years, but the salaries of our teachers and officers have remained stationary. Those officers and teachers who are maintained in the Institution do not feel the increased cost of living to such an

extent as those who are compelled to live in the city. Rents have gone up, and all the necessities of life cannot now be purchased as low as they could a few years ago. I would earnestly recommend that the scale of salaries as presented to you by me last session be adopted. In the estimates to be prepared, the salaries of those teachers and officers deserving of an increase will be recommended, and I trust that those who have worked long and faithfully for years past will receive liberal treatment. Some of our teachers and officers have gone on for ten, fifteen and twenty years without any increase in their emoluments. A little addition would put new heart into them and they would feel that the efforts they have given for the advancement of the deaf, which is a very laborious and nerve-straining work, are appreciated.

FARM AND GARDEN.

The work on the farm and garden this year has been encouraging, and our returns are somewhat better than they were last season. The new farmer and gardener is a very industrious worker and has taken a great interest in making the place attractive, more particularly the front grounds. The hay crop was an excellent one, and oats and barley were up to the average. The early potatoes were good and yielded liberally, but the later ones were poor in quality on account of the dry weather. Mangolds, carrots and turnips were up to the average. Corn did fairly well, and the fruit from the apple-trees was good in quality and the quantity above the average. The fruit was saved in good condition, as it was nearly all hand-picked.

PUBLISHERS' LIBERALITY.

The proprietors of a large number of newspapers throughout the Province have been very liberal in supplying copies of their publications for the pupils' reading-rooms, and their generosity has been thoroughly appreciated. I hope these favors will be continued.

CHANGES.

Dr. P. D. Goldsmith, attending physician at the Institution for several years past, retired from the service to-day. Dr. W. W. Boyce, of Belleville, will succeed him and assume the duties to-morrow, October 1st.* General good health prevailed during the session, and there are no deaths to record.

MY RESIGNATION AS SUPERINTENDENT AND PRINCIPAL.

It is with the deepest regret that I now vacate my position as Superintendent and Principal of this Institution. It is always painful to sever our connections with those with whom we have been associated in congenial work and pleasant companionship—doubly so when our relations have been so long and so agreeable as mine have been with the staff and the deaf children in the Institution, the deaf throughout the Province, and the various Governments under whom I have served.

It is impossible in the brief space at my disposal to give anything like a comprehensive retrospect of the work accomplished by the Institution during the twenty-seven years that I have been its Superintendent and Principal. During that period some twelve hundred pupils have graduated and gone out from our school, nearly all of whom are living happy and useful lives and enjoying their fair share of prosperity; and to this result I trust I have contributed to some small extent. I no doubt have made some mistakes in my administration, and no one knows as well as my-

self how far short I have come of realizing my ideals or of accomplishing all that I had hoped, and that, perhaps, might justly have been expected. Yet I believe I can say in all truth and sincerity that I have given myself with entire devotion to my work and have discharged my duties to the very best of my ability and have made the best interests of the deaf the supreme motive and purpose of my life. I desire no nobler or more enduring monument, nor any higher personal satisfaction, than the knowledge that I may have aided in some degree in bringing a little more of brightness and joy into the lives of our silent ones, who even at the best are deprived of so many of the highest pleasures and richest enjoyments of life.

That our Institution now ranks with and forms part of the Education Department of the Province gives me especial pleasure, and I may just note that my humble efforts, I think, aided very materially in bringing about this most desirable change. For all the good work accomplished by the Institution during my incumbency, however, I do not wish to be considered as arrogating to myself the only or even the chief credit. My utmost efforts would have been in vain had it not been my good fortune to be assisted by a staff of officers and teachers of whose industry, ability and absolute devotion it is impossible for me to speak in too high terms; and it is a great pleasure for me to bear this just tribute of praise to those whose loyalty and hearty co-operation I shall always remember with gratitude. Both my official and my personal relations with every one connected with the Institution and the parents of the children attending, with one solitary exception, have always been of the most agreeable and cordial nature, and it is a source of gratification to know that my successor in office will find on hand so efficient and experienced a staff, every member of which, I doubt not, will serve him with as great fidelity and zeal as I have always enjoyed.

Allow me to thank you personally for many courtesies since you have been Minister of Education and head of this Institution. I have received every consideration that you could possibly extend.

In conclusion, I take leave of the Institution and all connected with it on the 15th of November next. A Divine Providence has been the guiding star of our efforts and I sincerely hope that whatever measure of success the Institution may have had in the past may be but an earnest of the results that may be accomplished in the future.

Your obedient servant,

R. MATHISON,

Superintendent and Principal.

PHYSICIAN'S REPORT.

Hon. Dr. R. A. Pyne, Minister of Education, Toronto, Ont.:

SIR,—I have the honor to present to you herewith the Annual Medical Report of the Ontario Institution for the Education of the Deaf and Dumb, Belleville, for the year ending 30th of September, 1906.

There has been considerable sickness during the session just closed, but fortunately mostly of a mild type and of short duration, only a very few cases of a serious nature having occurred. The session was one of work, absentees from classes being able to get back quickly and losing but little time.

I have the honor to be,

Sir,

Your obedient servant,

P. D. GOLDSMITH, M.D., M.R.C.P.

STATISTICAL TABLES.

TOTAL NUMBER OF PUPILS IN ATTENDANCE FROM OCTOBER 1ST, 1905, TO SEPTEMBER 30TH, 1906.

Males	115
Females	143
Total	258

COUNTIES FROM WHICH THE PUPILS IN RESIDENCE FROM OCTOBER 1ST, 1905, TO SEPTEMBER 30TH, 1906, CAME:

Counties.	Male.	Female.	Total.	Counties.	Male.	Female.	Total.
Algoma	1	3	4	Norfolk	2	3	5
Brant	3	3	6	Northumberland	4	.....	4
Bruce	3	8	11	Nipissing District	3	.....	3
Carleton	8	3	11	Ontario	2	.....	2
Durham	2	1	3	Oxford .....	.....	4	4
Dufferin .....	.....	2	2	Peel	1	2	3
Elgin	3	3	6	Perth	2	.....	2
Essex	7	6	13	Parry Sound District .....	.....	1	1
Frontenac	1	1	2	Prescott and Russell	4	3	7
Grey	4	2	6	Peterboro	3	5	8
Glengarry .....	.....	2	2	Renfrew	6	5	11
Hastings	4	8	12	Simcoe	4	6	10
Haliburton	3	3	6	Stormont, Dundas	2	2	4
Huron	4	5	9	Thunder Bay District .....	.....	1	1
Haltoin .....	.....	1	1	Victoria	3	3	6
Hald mand	2	.....	2	Waterloo	4	2	6
Kent	2	5	7	Wellington	1	2	3
Lambton	1	2	3	Wentworth	2	7	9
Lanark	2	3	5	York	17	21	38
Lincoln	1	4	5				
Lennox and Addington	2	.....	2	Total	115	143	.....
Muskoka District	2	4	6	Grand Total .....	.....	.....	258
Leeds and Grenville	1	.....	1				
Middlesex	2	7	9				

AGE OF PUPILS.

AGE.	No.	AGE.	No.
6	3	18	10
7	22	19	12
8	17	20	3
9	18	21	4
10	28	22	1
11	15	23	1
12	11	24	1
13	29	25	1
14	24	26	1
15	16		
16	18		
17	23	Total	258

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE
OPENING OF THE INSTITUTION.

	Male.	Female.	Total.
From October 27th, 1870, to September 30th, 1871	64	36	100
" " 1st, 1871, " 1872	97	52	149
" " 1872, " 1873	130	63	193
" " 1873, " 1874	145	76	221
" " 1874, " 1875	155	83	238
" " 1875, " 1876	160	96	256
" " 1876, " 1877	167	104	271
" " 1877, " 1878	166	111	277
" " 1878, " 1879	164	105	269
" " 1879, " 1880	162	119	281
" " 1880, " 1881	164	132	296
" " 1881, " 1882	165	138	303
" " 1882, " 1883	158	135	293
" " 1883, " 1884	156	130	286
" " 1884, " 1885	168	116	284
" " 1885, " 1886	161	112	273
" " 1886, " 1887	151	113	264
" " 1887, " 1888	156	109	265
" " 1888, " 1889	153	121	274
" " 1889, " 1890	156	132	291
" " 1890, " 1891	166	130	296
" " 1891, " 1892	158	127	285
" " 1892, " 1893	162	136	298
" " 1893, " 1894	158	127	295
" " 1894, " 1895	160	135	295
" " 1895, " 1896	173	137	310
" " 1896, " 1897	164	128	292
" " 1898, " 1899	161	132	294
" " 1899, " 1900	152	130	282
" " 1900, " 1901	157	143	300
" " 1901, " 1902	147	141	288
" " 1902, " 1903	140	143	283
" " 1903, " 1904	137	134	271
" " 1904, " 1905	130	138	268
" " 1905, " 1906	116	143	258

TOTAL NUMBER OF PUPILS SINCE THE OPENING OF THE INSTITUTION,
OCTOBER 27TH, 1870, TO SEPTEMBER 30TH, 1906.

Number of boys admitted	784
Number of girls admitted	608
	<hr/>
	1,392

COUNTIES FROM WHICH PUPILS WERE RECEIVED.

Counties.	Male.	Female.	Total.	Counties.	Male.	Female.	Total.
Algoma.....	5	6	11	Northumberland.....	17	12	29
Brant.....	23	10	33	Warwick, P. Q.....	..	1	1
Bruce.....	22	19	41	Monk, P. Q.....	..	1	1
Carleton.....	22	44	66	Ontario.....	23	14	37
Durham.....	17	9	26	Oxford.....	17	16	33
Dufferin.....	3	3	6	Peel.....	7	8	15
Elgin.....	15	13	28	Parry Sound District..	4	2	6
Essex.....	20	23	43	Perth.....	31	14	45
Frontenac.....	12	6	18	Peterboro.....	13	9	22
Grey.....	27	24	51	Prescott and Russell..	23	10	33
Glengarry.....	7	2	9	Prince Edward.....	6	1	7
Hastings.....	34	31	65	Renfrew.....	17	19	36
Haliburton.....	5	2	7	Simcoe.....	29	25	54
Huron.....	33	31	64	Stormont, Dundas....	18	10	28
Halton.....	5	11	16	Thunder Bay District..	..	1	1
Haldimand.....	7	4	11	Victoria.....	12	11	23
Kent.....	27	23	50	Waterloo.....	20	12	39
Lambton.....	21	19	40	Welland.....	6	4	10
Lanark.....	13	10	23	Wellington.....	20	16	36
Leeds and Grenville....	22	6	28	Wentworth.....	27	19	46
Lincoln.....	3	9	12	York.....	61	56	117
Lennox and Addington..	12	12	24	Westmoreland, N. B..	..	1	1
Muskoka.....	9	8	17	Restigouche, P. Q....	1	..	1
Middlesex.....	30	22	52				
Norfolk.....	13	12	25	Total.....	784	608	1,392
Nipissing District.....	3	2	5				

CAUSES OF DEAFNESS.

Abscess.....	6	Fits.....	16
Accident.....	12	Gathering of the ears.....	10
Adenoids.....	1	Gathering of the head.....	9
Affection of the ears.....	21	Inflammation of the brain.....	15
Bronchitis.....	7	Inflammation of the ears.....	6
Bealing.....	2	Inflammation of the lungs.....	5
Burns.....	2	Inflammation of the pulmonary organ..	2
Catarrh.....	9	Inflammation of the spinal organ.....	3
Canker.....	1	La Grippe.....	10
Cerebro-spinal Meningitis.....	27	Measles.....	49
Colera.....	1	Mumps.....	7
Chicken-pox.....	1	Paralytic stroke.....	1
Cold.....	51	Ricketts.....	1
Congenital.....	548	Sunstroke.....	1
Congestion of the Brain.....	50	Scabs.....	1
Diphtheria.....	9	Scrofula.....	1
Dysentery.....	2	Scald head.....	4
Drank carbolic acid.....	1	Sore throat.....	4
Eczema.....	2	Shocks.....	5
Falls.....	29	Sickness, undefined.....	38
Fever, Rheumatic.....	1	Spinal disease.....	3
Fever, Bilious.....	5	Swelling of the neck.....	2
Fever, Brain.....	35	Teething.....	18
Fever, Intermittent.....	2	Vaccination.....	7
Fever, Scarlet.....	88	Water on the brain.....	17
Fever, Spinal.....	23	Whooping cough.....	11
Fever, Malarial.....	2	Cases undefined and unknown.....	163
Fever, Typhus.....	6		
Fever, Typhoid.....	11	Total.....	1,392
Fever, Undefined.....	28		

DATE OF DEAFNESS AFTER BIRTH.

Under one year.....	184	Between ten and eleven years.....	6
Between one and two years.....	167	Between eleven and twelve years.....	2
Between two and three years.....	143	Between twelve and thirteen years.....	3
Between three and four years.....	76	Between thirteen and fourteen years.....	4
Between four and five years.....	45	Between fourteen and fifteen years.....	2
Between five and six years.....	31	Unknown at what age they lost their	
Between six and seven years.....	16	hearing, but not born deaf.....	148
Between seven and eight years.....	16	Congenital.....	536
Between eight and nine years.....	3		
Between nine and ten years.....	10	Total.....	1,392

RELATIONSHIP OF PARENTS.

First cousins.....	67	Not related.....	1,210
Second cousins.....	31	Unknown.....	32
Third cousins.....	24		
Distantly related.....	28	Total.....	1,392

NUMBER OF DEAF-MUTE FAMILIES REPRESENTED.

3 families containing 5.....	15	1,061 families containing 1.....	1,061
3 families containing 4.....	12		
32 families containing 3.....	96	Total.....	1,392
104 families containing 2.....	208		

Minister of the Government in Charge :

HON. DR. R. A. PYNE.

Officers of the Institution :

R. MATHISON, M.A.....	Superintendent and Principal.
WM. COCHRANE.....	Bursar.
P. D. GOLDSMITH, M.D.....	Physician.
MISS M. ROSS.....	Matron.

Teachers :

D. R. COLEMAN, M.A. (Head Teacher).	MRS. J. G. TERRILL.
P. DENYS.	MISS S. TEMPLETON.
JAMES C. BALIS.	MISS MARY BULL.
W. J. CAMPBELL.	MRS. SYLVIA C. BALIS.
GEORGE F. STEWART.	MISS GEORGINA LINN.
T. C. FORRESTER.	MISS ADA JAMES.
H. L. INGRAM.	

Teachers of Articulation :

MISS AGNES A. GIBSON.	MISS FLORENCE CROSS.
-----------------------	----------------------

Teacher of Fancy Work :

MISS MARY BULL.

Teacher of Manual Training:

T. C. FORRESTER.

Teacher of Domestic Science :

MISS HATTIE H. GOWSELL.

MISS A. CHISHOLM.....	Stenographer and Clerk.
WM. NURSE.....	Storekeeper and Associate Supervisor.
W. S. MINNS.....	Supervisor of Boys, etc.
MISS M. DEMPSEY.....	Seamstress, Supervisor of Girls, etc.
MISS FLORENCE E. BATES.....	Trained Nurse.
JOHN T. BURNS.....	Instructor of Printing.
ALEX. MORRICE.....	Master Shoemaker.
CHAS. J. PEPPIN.....	Engineer.
JOHN DOWRIE.....	Master Carpenter.
D. CUNNINGHAM.....	Master Baker.

Farmer and Gardener :

JAMES FORGE.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB FOR THE YEAR ENDING
SEPTEMBER 30TH, 1906, WITH THE POST OFFICE ADDRESSES.

Counties.	P. O. Address.	Counties.	P. O. Address.
<i>Algoma :</i>		<i>Essex :—Con.:</i>	
Barker Sara Isabel.....	Sault Ste. Marie.	Penprase, Ruth.....	Elmstead.
Beatty, Rachel.....	Bruce Mines.	Penprase, Alfred.....	Elmstead.
Dalgleish, Elizabeth....	Sault Ste. Marie.	Petrimoulx, George....	River Canard.
Zinke, Charles.....	Steeltown.	Swader, Earl Francis..	Windsor.
<i>Brant :</i>		Walker, Achille.....	St. Joachim.
Hustwayte, John F....	Paris.	<i>Frontenac:</i>	
Johnston, Anetta.....	Brantford.	Barnett, Winnifred....	Sydenham.
Lloyd, Ruth Gladys....	Brantford.	Barnett, Gerald.....	Sydenham.
Lloyd, Howard Joshua	Brantford.	<i>Grey :</i>	
Mitchell, George L....	Brantford.	Brown, Thomas H....	Markdale.
Smith William R.....	Tuscarora.	Johnston, Bertha.....	Owen Sound.
<i>Bruce :</i>		Kindree, Earl.....	Owen Sound.
Atkinson, Gladys Maud	Paisley.	Scott, William W.....	Keldon.
Gerolamy, Edna Marie	Tara.	Wilson, Janet B.....	Harkaway.
Green, Mary Annie....	Chesley.	Goetz, Gregory.....	Owen Sound.
Green James.....	Chesley.	<i>Glengarry :</i>	
Komph, Spray.....	Kincardine.	Gordon, Mary Jane....	Bridge End.
Lobsinger, Alex.....	Mildmay.	Gordon, Annie M. E..	Bridge End.
Lorentz, Mary.....	Mildmay.	<i>Hastings :</i>	
Schwalm, Mary.....	Mildmay.	Courneya, Mary A....	Bogart.
Weiler, Diana.....	Mildmay.	Farnham, Leona.....	Canifton.
Yager, Jeannetta.....	Chesley.	Doughty, Mary G....	Eldorado.
Yager, Norman.....	Chesley.	Hough, Ethel Viola...	Holloway.
<i>Carleton :</i>		Herman, Nina Pearl...	Stirling.
Chaine, Joseph.....	Hintonburg.	Ketcheson, Florence L.	Sidney Crossing.
Delinelle, Victor.....	Ottawa.	Nelson, Ethel.....	Belleville.
Dillaire, Romeo.....	Ottawa.	Edward, Mary Ann....	Boulter.
Evoy, James Elgin....	Carp.	Smith, Percy.....	Deseronto.
Gauvreau, Telesphore..	Ottawa.	Smith, Earle A.....	Deseronto.
Green, Minnie May....	Diamond.	Young, Fred.....	Madoc.
Green, Thomas John..	Diamond.	Ward, Albert Edward.	Stirling.
Huband, Gerald B....	Ottawa.	<i>Haliburton :</i>	
Brigham, Thomas L....	Ottawa.	Eastman, Alma May...	Kinmount.
Parrent, Sophie.....	Ottawa.	Gray, Violet.....	South Lake.
White, Mary I.....	Ottawa.	Whistle, Mary Jane...	Minden.
<i>Durham :</i>		<i>Huron :</i>	
Brooks, Effie M.....	Solina.	Anderson, Harvey....	Dungannon.
McMillan Joseph I....	Newcastle.	Colclough, Lorne....	Holmestead.
Sheckleton, Alfred....	Burton.	Cole, Amos B.....	Clinton.
<i>Dufferin:</i>		Balkwell, Clara.....	Exeter.
Aldcorn, Barbara.....	Corbetton.	Doubledde, Lena....	Belmore.
Granger, Martha.....	Honeywood.	Montgomery, Elsie...	Gorrie.
<i>Elgin :</i>		Sours, Gladys.....	Clinton.
Buller, Henry.....	Ridgeton.	Thompson, Arthur...	Dungannon.
Carpenter, Lena M....	Rodnew.	Young Clara E.....	Londesboro.
Gwalter, Harry.....	St. Thomas.	<i>Halton:</i>	
Paul, Edward G.....	St. Thomas.	Hartley, Clara.....	Milton.
Shepley, May.....	Clachan.	<i>Haldimand :</i>	
Steigmeir, Matilda May	Aylmer.	Forrester, Harry.....	Dunnville.
<i>Essex :</i>		Forrester, Asa.....	Dunnville.
Bain, Olive.....	Windsor.	<i>Kent :</i>	
Berthiaume, Marilda..	Tecumseh.	Beckett, Samuel James	Chatham.
Berthiaume, Lionel...	Tecumseh.	Chevalier, William...	Tilbury.
Berthiaume, Dorina...	Tecumseh.	Gibson, Winnifred...	Dresden.
Bain, Josephine.....	Windsor.	Gibson, Maggie.....	Dresden.
Kerr, Avis Isabella....	Elmstead.	Neville, Mamie.....	Dresden.
Luciers, Thomas.....	McGregor.	Parker, Beatrice.....	Dresden.
Meloche, Edmund....	Amherstburg.	Toll, Nova Rosa.....	Ridgetown.

LIST OF PUPILS IN THE ONTARIO INSTITUTION OF THE DEAF AND DUMB, ETC.—*Continued.*

Counties.	P. O. Address.	Counties.	P. O. Address.
<i>Lambton:</i>		<i>Peel:</i>	
Breault, Gertie.....	Sarnia	Duke, Ettie.....	Sleswick.
Jennings, Frank.....	Forest.	Curry, Duncan.....	Burnhamthorpe.
Squire, Edith Annie....	Wanstead.	Zimmerman, Candace..	Palgrave.
<i>Lanark:</i>		<i>Perth:</i>	
Blake, Frederick.....	Almonte.	Bauman, Isaac.....	Milverton.
Hughes, Ernest A. H....	Carleton Place.	Robertson, Stewart....	Stratford.
Jacklin, Myrtle Verona	Rideau Ferry.	<i>Parry Sound District:</i>	
McGregor, Ruby.....	Almonte.	Veitch, Elizabeth.....	Spence.
Pollock, Bessie.....	Appleton.	<i>Prescott and Russell:</i>	
<i>Lincoln:</i>		Hughes, Myrtle.....	Treadwell.
Fretz, Cora.....	Grimsby.	Hughes, Iva.....	Treadwell.
Hoare, Ethel M.....	St. Catharines.	McLaren, George, D....	Spring Hill.
Heaslip, Myrtle.....	Wellandport.	McLaren, John Charles	Spring Hill.
McCready, Aletha.....	Caister Centre.	Pregent, Leopold.....	Curran.
Swick, Amos.....	Beamsville.	McDougall, Elsie.....	Grant.
<i>Lennox and Addington:</i>		McDougall, Peter.....	Grant.
Hartwick, Archibald....	Napanee.	<i>Peterboro:</i>	
McAdam, Wesley.....	Tamworth.	Charliebos, Walter....	Peterboro.
<i>Muskoka District:</i>		Kennaley, Winnifred..	Peterboro.
Croucher, John.....	Huntsville.	Lawson, Lila.....	Peterboro.
Dierks, Caroline.....	Kilworthy.	Lawson, Violet.....	Peterboro.
Ireland, Louis.....	Bracebridge.	O'Brien, Gerald.....	Peterboro.
Russell, Alice.....	Dorset.	Harper, Madeline.....	Peterboro.
Stowater, Belle.....	Byng Inlet.	Harper, Marion.....	Peterboro.
Legault, Clarida.....	Callander.	Tretheway, Roy.....	Gooderham.
<i>Leeds and Grenville:</i>		<i>Renfrew:</i>	
Countryman, Harvey....	Prescott.	Cuddy, Edward.....	Brudenell.
<i>Middlesex:</i>		Derochie, Caroline....	Arnprior.
Courscey, Jane Viola....	Lucan.	Derochie, Clara.....	Arnprior.
Fishbein, Sophy.....	London.	Bruss, Henry.....	Pembroke.
Fishbein, Eddie.....	London.	Lacombe, Joseph.....	Arnprior.
Humphrey, Hazel May	London.	Marquardt, Gustave...	Hardwood Lake.
Laugheed, Annie E....	London.	Reilley, Mary.....	Pembroke.
Porter, Anne.....	Newbury.	Smith, Edward S.....	Renfrew.
Russell, Mary Bell....	Ailsa Craig.	Tracey, John.....	Pembroke.
Ryan, Charles.....	Lucan.	Whyte, Eleanor E.....	Arnprior.
Steele, Annie M.....	London.	Whyte, Isabella.....	Arnprior.
<i>Norfolk:</i>		<i>Simcoe:</i>	
Becker, Ethel Hart....	Clear Creek.	Boyle, Mary T.....	Midland.
Boomer, Duncan.....	Windham Centre.	Graham, Victor.....	Collingwood.
Cole, Rosa.....	Bookton.	Gannon, Ellen.....	Phelpston.
Earl, Charles.....	Blayney.	Hall, Ewart.....	Midland.
Franklin, Sara J.....	Clear Creek.	Hamilton, Alma.....	Everett.
<i>Northumberland:</i>		Hamilton, Enie.....	Glencairn.
Ball, Lisgar.....	Baltimore.	Nelson, Florence.....	Marchmount.
Ball, Glen.....	Baltimore.	Paddison, Thomas....	Elmsdale.
Parker, Clifford George	Baltimore.	Tudhope, Laura.....	Orillia.
Parker, Clinton John..	Baltimore.	Carefoot, Seymour....	Collingwood.
<i>Nipissing District:</i>		<i>Stormont, Dundas:</i>	
Dorschner, Charles....	Mattawa.	Lalonde, Emma Ida....	Cornwall.
Gauthier, Alfred.....	Cobalt.	Legault, Mary.....	Cornwall.
Ellis, Wesley Earl....	Cobalt.	Loper, Cyril.....	Morrisburg.
<i>Ontario:</i>		Morton, Floyd.....	Newington.
Eaton, Arthur James..	Myrtle.	<i>Thunder Bay District:</i>	
Quigley, Walter.....	Oshawa.	Burke, Elsie.....	Port Arthur.
<i>Oxford:</i>		<i>Victoria:</i>	
Brown, Florence.....	Woodstock.	Fountain, Herbert....	Coboconk.
Garner, Esther.....	Ingersoll.	Fountain, Farley.....	Coboconk.
McFarlane, Mona....	Eastwood.	Jewell, Edna.....	Manilla.
Pipher, Celia.....	Woodstock.		

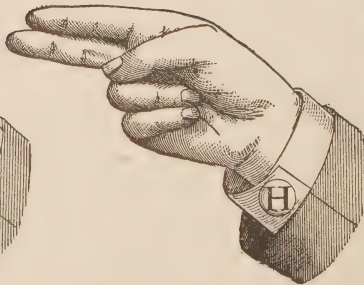
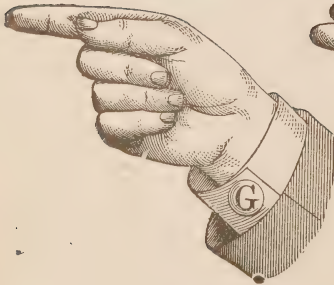
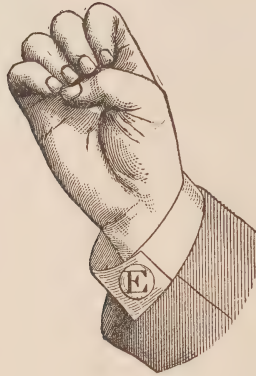
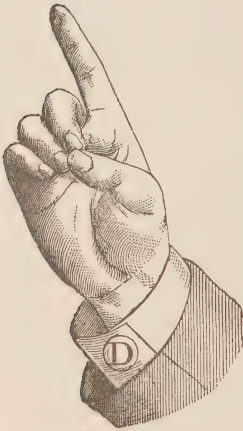
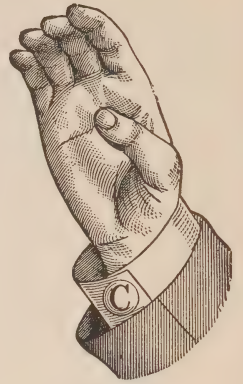
LIST OF PUPILS IN THE ONTARIO INSTITUTION OF THE DEAF AND DUMB, ETC.—*Continued.*

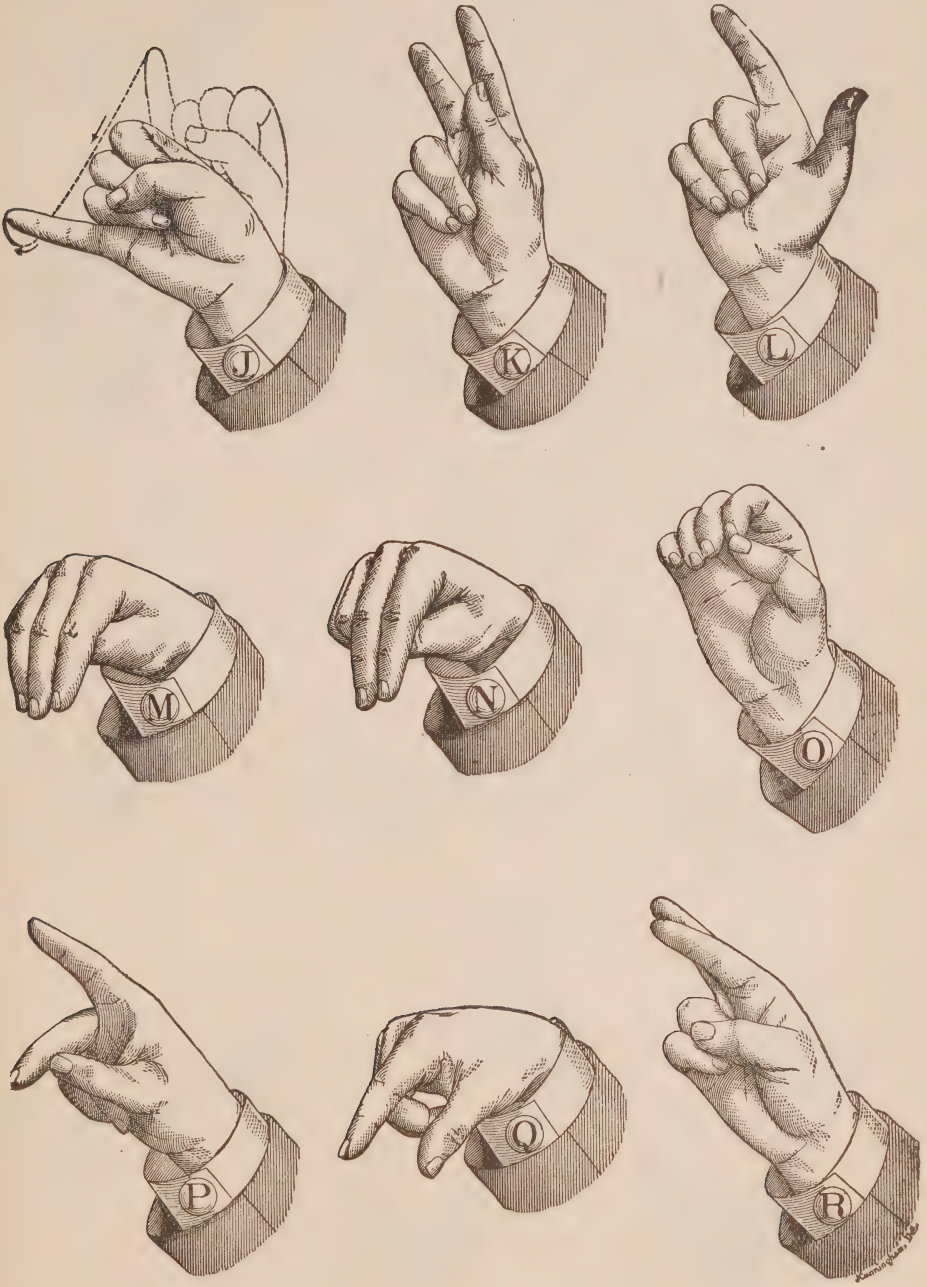
Counties.	P. O. Address.	Counties.	P. O. Address.
Sipe, Thomas.....	Allsaw.	<i>York :—Con.</i>	
Whitworth, Florence..	Lindsay.	Buchan, Alexander....	Toronto.
Windrim, Rita.....	Dongola.	Buchan, Jno. P. A....	Toronto.
<i>Waterloo :</i>		Brown, Daisy.....	Toronto.
Cherry, Ida P.....	Preston.	Best, Ohve.....	Toronto.
Walter, Jno T.....	Hawkesville.	Burley, William.....	Toronto.
Martin, Absalom.....	Waterloo.	Cunningham, Martha..	Toronto.
Golds, Margaret.....	New Hamburg.	Curtis, Lillian.....	Toronto.
Golds, Charlie Watt...	New Hamburg.	Cratchley, Mabel.....	Toronto.
Underwood, Jonathan.	Bridgeport.	Chestnut, Arlie.....	Toronto.
<i>Wellington :</i>		Elliott, George.....	Toronto.
Clark, Adelaide.....	Guelph.	Ensminger, Maggie...	Markham.
MacLachlan, Wm.....	Mount Forest.	Fleet, Ellen.....	Toronto.
Kraemer, Johanna....	Glen Allan	Francois, Oscar.....	Toronto.
<i>Wentworth :</i>		Hazlitt, Dorothy.....	Toronto.
Carter, Stella.....	Bartonville.	Hazlitt, Evelyn.....	Toronto.
Depew, Georgie.....	Hamilton.	Hazlitt, William.....	Toronto.
Maas, Annie.....	Hamilton.	Holbrook, Agnes.....	East Toronto.
Salmon, Albert.....	Hamilton.	Henderson, Clara.....	Toronto.
Etherington, Mabel...	Hamilton.	Johnson, William....	Swansea.
Gummo, Gertie.....	Hamilton.	Kennedy, Muriel H....	Toronto.
Webster, John Daniel.	Waterdown.	Marks, Jennie.....	Toronto.
Webster, Elizabeth Ann	Waterdown.	Mason, Myrtle.....	Toronto.
Webster, Elsie May...	Waterdown.	McCaul, Alexander....	Toronto.
<i>York :</i>		McCallum, Roy.....	Strange.
Barclay, Helen.....	Toronto.	Noble, Edgar.....	Toronto.
Baskerville, Silas B...	Toronto.	Payne, Thomas Edward	Toronto.
Bowman, Ellsworth...	Newmarket.	Peacock, Ada.....	Toronto.
Brown, Frederick.....	Toronto.	Pinder, Clarence.....	Davenport.
Brown, Lily.....	Toronto.	Stevens, Grace.....	Toronto.
Buchan, Drucilla.....	Toronto.	Wilson, Arthur.....	Toronto.
		Wilson, Charles Alfred.	Toronto.
		Watson, Muriel.....	Toronto.

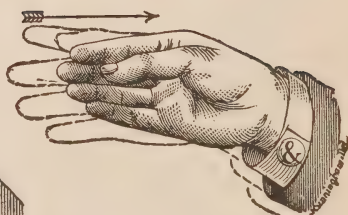
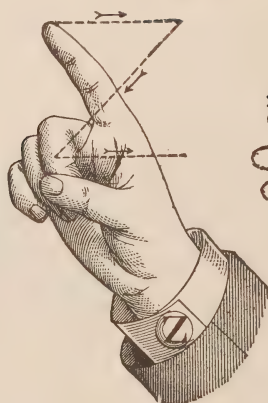
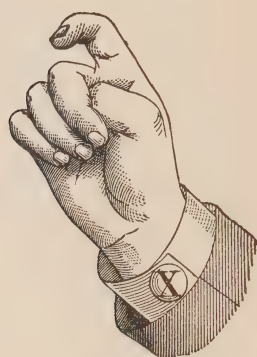
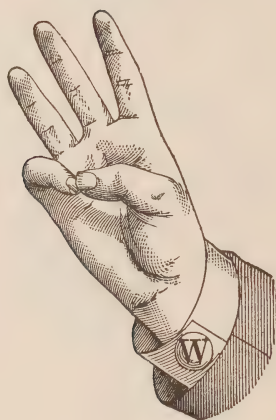
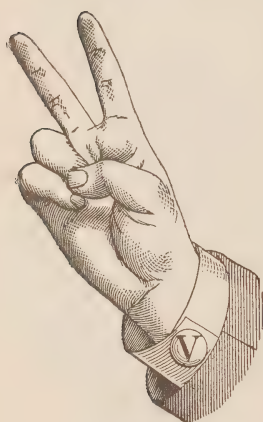
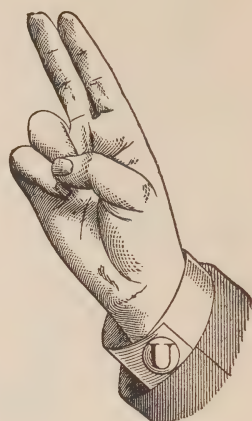
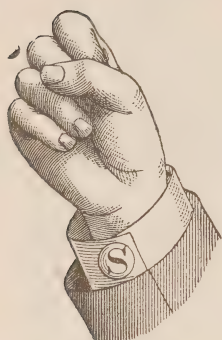
SCHOOLS FOR THE DEAF IN CANADA.

School.	Location.	Date of opening.	Chief Executive Officer.	Number of Pupils.										Present Number of Instructors.				
				Present Nov. 10, 1905.			Taught Speech.			Total have received instruction.		Male.		Female.		Deaf.		Industrial.
				Within the last Fiscal Year.	Male.	Female.	A.	B.	C.	Total	received instruction.	Total	Male.	Female.	Total	Deaf.	Articulate.	Industrial.
Manitoba Institution for the Deaf and Dumb.	Winnipeg, Manitoba	1888	D. W. McDermid, Principal.	86	69	29	20	20	...	169	10	4	6	3	1	3		3
New Brunswick School for the Deaf	St. John, N.B. (Lancaster H'ts)	1903	James Fearon, Principal.	42	37	18	24	...	3	47	3	1	2	1	2	1		1
Nova Scotia—Halifax Institution for the Deaf and Dumb.	Halifax, N.S.	1857	Robert Mathison, M.A., Supt. and Prin.	111	85	40	67	67	...	526	10	5	5	1	6	1		1
Ontario Institution for the Deaf and Dumb.	Belleville, Ontario	1870	Rev. J. M. Cadieux, C.S.V., Director.	268	214	91	58	...	...	1,325	24	13	11	5	2	7		7
Quebec { Catholic Male Deaf and Dumb Institute.	Mile End, near Montreal, P.Q.	1848	Mrs. Sister Philippe de Jésus, Superior.	110	{ 65	...	65	65	...	{ 910	26	26	...	...	...	2	8	10
Quebec { Catholic Female Deaf and Dumb Institute.	Montreal, P.Q. (505 St. Denis St.)	1851		137	{ 93	...	93	93	...	{ 1012	42	...	...	42	...	13	22	22
Quebec { Mackay Institution for Protestant Deaf-Mutes and the Blind.	Montreal, P.Q. (a)	1870		80	62	31	57	13	...	...	10	3	7	2	6	4		4
7 Schools in Canada.				834	720	331	435	258	3	4,016	125	52	73	14	38	48		48

THE SINGLE HAND ALPHABET.







STATEMENT No. 5.—COST PER PUPIL FOR THE YEAR ENDING SEPTEMBER 30, 1906.

Heading of Expenditure.	Total Expenditure year ending Sept. 30, 1905.	Yearly Cost per Pupil Sept. 30, 1905.	Weekly Cost per Pupil Sept. 30, 1905.	Total Expenditure year ending Sept. 30, 1906.	Yearly Cost per Pupil Sept. 30, 1906.	Weekly Cost per Pupil Sept. 30, 1906.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Medical Department.....	393 44	1 75	03	302 15	1 41	03
Butcher's Meat, Fish, etc.....	3,189 76	14 24	27	2,988 12	13 96	27
Flour, etc.....	1,439 09	6 42	12	1,052 13	4 92	10
Butter and Milk.....	2,409 37	10 75	21	2,359 17	11 02	21
General Groceries.....	2,670 54	11 92	23	2,074 04	9 69	19
Fruit and Vegetables.....	803 97	3 59	07	736 26	3 44	06
Bedding and Clothing.....	689 16	3 08	06	754 07	3 53	07
Fuel.....	6,773 92	30 24	58	6,218 49	29 06	56
Light.....	1,018 20	4 55	08	1,009 80	4 72	09
Laundry.....	788 56	3 52	07	707 19	3 30	06
Books and Apparatus.....	409 71	1 83	04	541 69	2 53	05
Printing, Postage, etc.....	885 70	3 95	08	770 80	3 60	07
Furniture, etc.....	671 95	3 00	06	455 70	2 13	04
Farm, etc.....	964 71	4 31	09	477 21	2 23	04
Repairs.....	1,212 79	5 41	10	638 11	2 98	06
Sewage Works.....	384 90	1 72	03	92 40	04 43	01
Water Supply.....	900 00	4 02	08	900 00	4 21	08
Miscellaneous.....	1,097 20	4 90	10	497 49	2 33	04
Salaries and Wages.....	24,730 98	110 41	2 12	25,336 16	118 39	2 28
	\$51,433 95	\$229 61	\$4 42	\$47,910 98	\$223 88	\$4 31

Average Number of Pupils, 1904-05.....	224	Average Number of Pupils, 1905-06.....	214
Annual Cost per Pupil.....	\$229 61	Annual Cost per Pupil.....	\$223 88
Weekly Cost per Pupil.....	4 42	Weekly Cost per Pupil.....	4 31

NOTE.—Under Vote No. 252, page 32, Estimates 1906, an expenditure of \$3,700.13, chargeable to Maintenance, was made under the special heading of "Repairs to Building, Furniture, etc." These repairs were formerly charged to Capital Account for Public Buildings, and do not enter into above account, which is intended to be a comparative statement of the ordinary maintenance of the Institution.

Approved,

R. MATHISON,
Superintendent.

Certified Correct,

M. COCHRANE,
Bursar.

APPENDIX L. — *THE LAKE PLACID CONFERENCE ON HOME ECONOMICS, ITS AIM AND INFLUENCE.*

WITH A BRIEF NOTE OF THE WORK IN ONTARIO, BY ADELAIDE HOODLESS.

In September, 1899, the trustees of the Lake Placid Club—influenced by the president, Mr. Melville Dewey, and his wife, both intensely interested in educational matters—believing that the time was ripe for some united action on the part of those most interested in household economics, sent out invitations to a conference on this most important sociological problem, to be held in their club house, Sept. 19-25.

It was thought that great benefit would be derived from the organization and co-operation of those who were qualified by experience, training, and enthusiasm to direct public opinion on this important phase of education. While the worth of the subject had been recognized, the treatment had not always been wise or productive of the best results. Care was taken that only those who could contribute reliable assistance should be invited to take part in the conference.

Ten representative workers attended the first conference. As the purpose of the conference is to work through existing agencies, little attention was given to such matters as a constitution, by-laws, etc. As a recognition of the valuable services rendered, not only as a writer, but as an active worker in the cause of home science, Mrs. Ellen H. Richards, Professor of Sanitary Chemistry, Mass. Institute of Technology, Boston, was chosen as chairman. The great success and far reaching influence of these conferences is due largely to the tact, scientific knowledge, and enthusiasm of the chairman.

The first matter to receive the attention of the members was a title for the general subject. In order that it should find a logical place in the college and university course it was to be considered a distinct section of the general subject of economics. Domestic science, as understood, could never expect to be recognized as a part of the university curriculum. Therefore, the term Home Economics was taken as a general term, with subdivisions as follows:—Domestic Economy for elementary schools, Domestic Science for high schools, and Home Economics for the college and university.

The next subject to claim attention was the preparation of young women for leadership. It was recommended that the attention of colleges and universities should be directed to the trend of the college curriculum away from the home; that they should recognize the important relation of home economics to the individual home, and the possibility of a new profession commanding desirable compensation.

A discussion of the topics which should be discussed at these conferences occupied considerable time. Committees were appointed to report on courses of study for public and high schools, the training of teachers, college and university work, and bibliography.

At the second conference, held in July, 3-7, 1900, the attendance was increased to thirty. In extending a welcome to the members of the conference and an invitation to hold future meetings at the club, Mr. Dewey said, "Every great movement has been started by a few earnest people; a score of the right ones will do more effective work than a great mass meeting. This is a distinctly sociologic age, and home economics is coming to the front as a part of sociology. More is needed than text-books; inspiration as well as information must be given."

In introducing the general subject to the meeting, Mrs. Richards referred to the need of fundamental work that will touch the lives of all people, and the fact that the only place where this can be done is in the grade school. The aim should be to develop in a child power to be used over his own environment, his food, clothing and shelter.

At this conference such subjects as manual training in education for citizenship, courses of study in colleges and universities, in grade schools, in agricultural colleges, training of teachers, were discussed by selected speakers.

The third conference was held June 28th-July 5th, 1901, with fifty in attendance.

This meeting was devoted almost exclusively to a consideration of courses of study and standards of living.

The fourth conference was held Sept 10th-20th, 1902. Hitherto the work had been confined almost entirely to women, but this year Professor Atwater, the noted scientist of the Department of Agriculture, Washington; Dr. Thomas Wood, of Columbia University, joined Mr. Dewey in promoting the cause. The keynote of this conference was the family, its significance in developing the individual and society, the effect of social changes on family life. A symposium was held on current thought as indicated by recent publications, divided into the following groups:—1st, principles of economy; 2nd, the human side, past and present; 3rd, education; 4th, duties and responsibilities. Committee reports and discussions.

The fifth conference was held in Boston, July 7-9, 1903, in connection with the National Educational Association. As in all conventions of such immense proportions there was too much going on to allow the members of the home economic section to give that undivided attention which characterizes the Lake Placid meetings.

Little progress is recorded as a result of this conference.

The sixth conference was held at Lake Placid, Sept. 19-24, 1904. The feature of this meeting was the presentation of reports and practical suggestions on courses of study in home economics in higher education.

The seventh conference was held June 26th-July 1st, 1905, with an attendance of fifty-two, including such well-known authorities as Dr. Otto Folin, Waverley, Mass., Dr. C. F. Langworthy and Dr. True, of the Department of Agriculture, Washington, Dr. W. C. Stillman, Albany, Mr. H. L. Blackwell, president, Harvard Dining Association, Cambridge, Mass., Mr. LeBosquet, Chicago. One of the most important discussions at this meeting was on the ways and means for the prevention and treatment of tuberculosis (especially on the food side).

The eighth conference was held this year, Sept. 15-22, and was considered by many of those present to be the best yet held. A brief summary of the work done at this conference is hereby given.

Trade schools and their relation to general life and to education were discussed, led by Mrs. M. S. Woolman, professor of domestic art, Teachers' College, N.Y.

In introducing the subject and the speaker the chairman said:—"A study of conditions will reveal the indubitable fact that trade schools have come to be a crying need, because economics, in its broad sense, has found no place in modern home life; because the youth of to-day has no family life in the sense of a helpful productive family life. The old home training of hand and eye gave a different character than that of to-day. The home is lacking in certain essentials of just as it was in 1818 when Boston opened primary schools for those under 7 years because it could no longer depend

on parents to teach their children to read and spell. The school is stepping in to fill the gap because our government is likely to fail unless these disintegrating tendencies are checked. There is now as much objection to industrial education in the schools as in 1818 to reading and writing.

"In what form, then, shall we give children the training needed in order that our industrial system shall not suffer? If the child acquires certain traits by means of this kind of teaching and working, he will carry them into whatever occupation or business he may follow. If we can develop citizenly qualities by this means, give greater confidence and self-respect to the mass of the people, along with some knowledge of the value of time, of the value of textiles and fabrics, and of hand work and thought, who shall say it is not home economics of the best kind?"

Mrs. Woolman drew attention to the fact that our manufactured articles lack in beauty, "for skill and taste can not reign where the producers have no adequate preparation for their work. Child labor was condemned as an injury to both the child and the trade. It was pointed out that the state provides higher education for those who, not needing to be wage earners immediately, have time to continue at school. It does nothing for the great industrial army. Each worker must learn by the hardest and least adequate experience." Europe has set an example in providing for the working classes. The number of trades for which training is given is astonishing to a foreigner. The ethical result of such instruction is seen in higher standards of work, honesty of purpose, and a better understanding of relations between employer, fellow workers and the product.

Technical education was ably supported by Mr. Louis Rouillon, Director, Franklin Union, Boston, and Mechanics' Institute, New York, who drew attention to the two important educational problems which are at present demanding special attention. One is the reconstruction of our scheme of education to meet the demand for adjustment to the needs of the youth of fourteen to sixteen years of age, and the other is the continuation school. The difference between the two is that one deals with the school boy and the other with the employed youth. The effect of this readjustment is that the school boy from fourteen to sixteen or eighteen years of age is receiving instruction tending towards greater social efficiency. Mr. Rouillon emphasized the necessity for developing "industrial intelligence." That it is the duty of school directors to determine what fundamental principles underlie local trades and see to it that adequate instruction is offered in subjects embodying these principles.

In the discussion following Mr. Rouillon's paper, as to the room for such studies in the already over-crowded curriculum, Mrs. Woolman considered that much of this difficulty could be overcome if certain subjects were presented more practically. For instance, mathematics, physics and chemistry are usually so taught that students fail to recognize their relation to everyday life. Mrs. Richards illustrated this point by telling of a boy sixteen years old who had taken a course in physics and electricity, who, when asked, what is electricity? replied, "there are two kinds of electricity, one you keep in jars, the other you light the gas with." The boy was unconscious of what was going on about him.

In discussing the work of the elementary schools, Dr. Putnam gave some very interesting statistics, showing the need of attention to the work done in these schools. She said, there were over 5,000,000 new children entering the primary grades each autumn. When (what is called in Canada the senior grades) the grammar grades are reached there are only 1,300,000 of them left; only 250,000 enter the high school, of whom 75,-

000 are graduated. Nineteen-twentieths of all pupils never enter high school. (The proportion is about the same in Canada.) It was stated that the education of the poorer classes in America does not compare favorably with that in Sweden, Belgium, Germany, and those countries in which industrial training is very general.

Mr. Dewey urged the members of the conference to use their influence first, last and always to encourage our strong institutions to respond to the call of any great body of students.

The next subject taken up was "Domestic Science Teaching." Mrs. Norton, Chicago University, said, "The difficulty in training teachers seems to be that there are so many things to teach. They must have fundamental science training, chemistry, botany, physics. They must have power to apply these sciences to everyday life, their science must not be merely theoretic. They must have a knowledge of art as applied to the household. They must have technic before they begin to teach. They must be able to do things. They must know how to teach and have a broad knowledge of educational problems. The teacher must be able to relate her work to the other subjects.

The matter of entrance requirements, especially to the higher courses, must be carefully thought out. So much of the work required is not done properly in preparatory schools.

The discussion brought out the fact that, while interest in home economics is spreading, there is a very imperfect understanding of its scope and of the preparation requisite for teaching it. That the lower schools will suffer, until the higher schools recognize the real character of home economics and give it academic stamp.

Dr. Langworthy called attention to the need of summarizing and digesting information on home economics topics scattered through scientific periodicals and transactions; as there would be fewer people fighting windmills if ascertained facts were more readily accessible. Teachers should give up teaching fads and confine themselves to facts.

Dr. Putnam gave some interesting experiences gained through a two months' inspection of the various domestic science classes in the United States. Dr. Putnam visited ninety centres and her summing up of the work is as follows:—"I found 20 per cent. of the work hopelessly bad, 60 per cent. merely tolerable, but I found 20 per cent. so good as to make us feel it worth our utmost efforts to raise all to this higher standard. Training schools and teachers must be improved. A woman of proved ability should be inspector of domestic science classes in every locality. Good teachers will do much better under such stimulus. It is a serious handicap to place this scientific work under a supervisor of manual training."

Dr. Putnam's views were heartily supported by the conference.

A COURSE IN HOUSEHOLD ARTS FOR GRADE AND RURAL TEACHERS.

In discussing this matter three points were brought out:—(1) The average child does not like to go to school. (2) The schools of to-day do not prepare children for life. (3) That the present school programme is so overcrowded that there is no room for domestic science and manual training.

Miss Snow, School of Education, Chicago University, threw some light on these questions by asking, "Why does the average child dislike school? Because he sees no use in the work he is asked to do. In watching two

classes at work Miss Snow noted the difference in the interest displayed through different methods of teaching. One class was busy with some examples in arithmetic. Not more than half solved the problem correctly, but it did not make any serious difference to them as they were not going to use the result of their labor. The other class was using every faculty trying to find out the exact size each must make the frame in which to mould the door for his furnace. It made a vast difference to these children whether they solved their problems right. The door must fit or they could not use their furnace. One class was being educated, the other was not." Miss Snow asked, "If it is not time to think a little more of the real means by which a child may be educated and less of the subject matter in the curriculum? I would put household arts in the school to save time, if for no other reason, and teach reading, writing, mathematics and science through this subject, by the real doing of things and so make school and life real to the child." Miss Snow gave a most interesting illustration of how mathematics may be taught in a cooking class. "In a class of six-year-old children, we began with fractions, using the measuring cup. We were making something that required them to know how many halves there are in a whole, how many fourths in a whole, how many fourths in a half. They learned quickly. In making fig sandwiches the recipe called for one-half as much sugar as figs and twice as much water. Each child measured the figs after cutting them in small pieces, then had to find out how much sugar and water to use. The amount of figs varied, so that some of the problems involved were $\frac{1}{2}$ of $\frac{1}{4}$, $\frac{1}{2}$ of 2, $\frac{1}{2}$ of $\frac{1}{2}$, $\frac{1}{2}$ of $\frac{3}{4}$, $\frac{3}{4}$ of 2. They solved them quickly. Why? Because each one wanted to make his sandwich."

The two points in mathematics are, seeing through the problem, and learning the tables and processes by which that problem may be solved. Why should years of a child's life be spent in trying to master these by mechanical methods when they can so easily be gained through doing things. Miss Snow gave nine points which had been given by a professor of mathematics to his class as a reason why domestic science should be taught in the schools:—

1. To give children an intelligent interest in and a wholesome regard for the occupations in the home.
2. To bring school and home into closer cooperation towards social ends.
3. To give the young pupil a knowledge of and a regard for elementary science by the scientific study of those common concerns of home life which may mean so little but should mean so much.
4. To make young persons more keenly conscious of the great importance of physical health and vigor, and consequently mental health, by due regard for diet, sanitation, and right living.
5. To make pupils more intelligent regarding the procuring, transporting, and preparation of food, clothing, and shelter.
6. To impress patrons and children of the school with the usefulness and the worth, even in a physical sense, of education.
7. To afford relaxation from mental tasks by engaging the hands as well as the brains in the work of education, thus attending to the motor as well as the mental interests of the child.
8. Enabling children to be real social factors in the home by comparing quality, cost, and ways of preparing things in the home with similar facts learned at school, thereby influencing parents to modify customary procedure towards something better and more economical.

9. To give the pupils a deeper personal regard for community interests and occupations in general, and the persons whose lives are identified with these interests. (An outline of what could be done in rural schools with an alcohol stove, a chafing dish and a few simple utensils was given, and will be supplied by the writer to any one desiring a copy.)

In the discussion following Miss Snow's paper, Dr. Putnam drew attention to the importance of treating questions properly. "It is hard to tell where to stop when the children ask questions, and a broad knowledge is needed for this. If you do not answer at the time you are checking the inspiration on their part to wish to know. In my investigations I found only two teachers who said, 'I do not know. You look it up, and I'll look it up, and to-morrow we will talk it over together.' They were first-class teachers, trained in special subjects. How many teachers would have to say 'I do not know' if they were not thoroughly trained special teachers? Some pretend to know and mislead." The desirability of giving all teachers a general knowledge of domestic science, not to fit them to teach, but to enable them to better appreciate its place in the curriculum and co-ordinate other work with it, was advocated by the conference.

"The Trend Toward the Practical in Education," was ably presented by Mr. Dewey. As space prevents anything like an adequate synopsis of Mr. Dewey's paper, one point only shall be given. Mr. Dewey drew attention to the attitude of the majority of university professors towards the more practical subjects, and incidentally remarked "that knowledge must have a certain age before it becomes cultural, when it is so far behind the times that it ceases to be practical, then it becomes cultural."

A prominent educator says:—"Some day, several thousand years to come—when spectacled professors will study American antiquities—all these common practical processes of making shoes in the nineteenth and twentieth century, the ways of cooking meals, manufacturing clothes, etc., will become 'cultural' subjects on which learned courses of lectures will be given and which will be accepted as proper subjects for theses for the degree of Doctor of Philosophy."

A professor of Greek to-day would feel sensitive about his ignorance on the details of dress, the way sandals were made in Greece two thousand years ago, but he might (as some do) pride himself on his ignorance of how shoes are made in a Boston shoe factory. He feels he must know all about the preparation and use of papyrus and parchment used in ancient and mediæval times, but as for knowing how the paper he writes on is made, that is something it is good form for a professor to be ignorant of."

"Euthenics in Higher Education; Better Living Conditions," by Mrs. Ellen H. Richards, brought out many strong points in favor of higher education in right living.

In explaining the terms "Euthenics," Mrs. Richards said:—"Eugenics treats of the better born; euthenics of the better 'raised.' Eugenics is at present an academic study. Euthenics is the practical application of well known laws.

"What college or university has been enough in touch with the times to inspire the educated classes with a desire to secure, first for themselves, and then for all, that birthright of material surroundings which will aid and not hamper mental and spiritual development. That man is slow to accept his limitations is seen in the carelessness that he shows as to his own welfare, the way in which he fouls his own soil and streams, and the manner in which he uses the fruits of the land to his own detriment. It would be easier to teach an old dog new tricks than to convince educational

authorities that these fundamental principles of all living matter demand an entire revolution in teaching, that it is of far more consequence to the state to have sane, well-balanced citizens capable of clear thinking than to have so-called scholars learned as to points of past history. A pernicious fallacy rules in academic circles, that as mankind was in the past, so he is now, and so will be in the future.

"The greatest need of mankind to-day is a knowledge of himself, of the means of making the best of himself and of serving his fellow man efficiently. He needs to know the laws of nature that he may work with and not against them, that they may help and not hinder him. It is this side of education, taking perhaps one-fifth of the time, but ever-present in idea, that is meant by euthenics; the science of better living conditions in order that the human race may enter into its heritage of full organic life, instead of sinking below the beasts of the field.

"Every higher school clings to the pre-evolution ideas, that no matter how a student eats, no matter where he sleeps, or what he wears, a book and midnight oil will make a scholar of him. All attempts to bring into use plain scientific and economic facts meet a blank wall—"these are not mentally nutritive." Not till an avalanche has swept away the old foundations and all, can the new be built. Meanwhile, science is having her innings in our new possessions, where the trained young people are going fearlessly in the light of sure knowledge, boiling the lettuce and drinking distilled water as a matter of course; while home colleges furnish dirty milk and deadly water, because, forsooth, to consider such things is applied science and beneath academic notice! 'Pride goeth before a fall.' Academic pride does not yet allow that the desertion of classic shades by the shrewd young minds is due to its own stupid blindness in clinging to the worn-out tradition of the past and ignoring the fresh growth of knowledge adaptable to present conditions."

"The Problem of the College Table" was thoroughly discussed, and facts were presented proving conclusively that diet is an important factor in the college course.

"The Nutritive Requirements of the Body" was exhaustively treated by Professor Benedict, Wesleyan University, Middletown, Conn.

It is impossible to do justice to this subject, in a brief abstract, of Professor Benedict's paper. Some of the points emphasized were the following:—Since the selection of food is determined by a number of factors, we find that people have formed certain dietetic habits. Variations in geographic location, climate, and proximity to the sea result in wide variations in the nature of the available food materials. Aside from these, we have those depending on the individual, of which age, sex, weight, muscular activity, and financial condition are the most important. The young growing individual requires relatively more food than the adult, who no longer has to build, but only to repair tissue. In general, women consume less food than men. Body weight is no inconsiderable factor in determining food consumption, but muscular activity modifies, more than any other one factor, the quantity of food utilized by man.

The many experiments made to determine digestibility of different food materials, show two things of much importance. (1) That with vegetable foods, as ordinarily prepared for the table, the protein and fats are somewhat less thoroughly digested than animal protein and fats; (2) that the body absorbs the nutrients from food in practically the same proportion without regard to the amount ingested. About 97 per cent. of the pro-

tein in animal foods, such as meats, eggs, and dairy products, is digested, whereas only about 84 per cent. of the protein of vegetable foods as ordinarily served is absorbed.

The net or actual energy value to the body is not the total potential energy of the food consumed, but it is the potential energy minus that of the corresponding excreta. This is expressed in the table as "fuel value." When food is absorbed in excess of the immediate needs of the body it will be stored chiefly as fat.

Obviously food should be ingested in just the proper amount to repair the waste of the body; to furnish it with the energy it needs for work and warmth; to maintain it in vigor, and, in the case of immature animals, to provide the proper excess for normal growth. In just what proportion and amounts the various nutrients should be ingested, experimental physiology and studies of nutrition attempt to determine.

The general question, as discussed, considered not so much food ingested as food absorbed, and it assumed that *well prepared and digestible* foods are consumed in quantities not too excessive so far as any particular meal is concerned—thus eliminating the question of periodic or occasional over-eating (*e.g.* Sunday dinners, Christmas and Thanksgiving feasts, etc.)

From results of numerous dietary studies made with different classes of people living under different conditions, it has been observed that whatever may be true of a few individuals, with communities a generally low condition of mental and physical efficiency, thrift, and commercial success is coincident with a low proportion of protein in the diet.

While there is considerable speculation regarding the true amount of protein necessary to keep the body in the best condition, no such uncertainty exists regarding the question of energy requirement. Knowing that the law of the conservation of energy obtains in the human organism, it is only necessary to know the energy output per day to determine the energy requirement.

Prof. Benedict gave the result of several experiments with the respiration calorimeter.

"Dietetic Experiments at Yale University," by Prof. Irving Fisher, professor of Political Economy, Yale University.

In introducing Dr. Fisher, the chairman said, "economy in that most precious of all forces, human power, is gained by a suitable and not excessive food supply; the right balance between income and outgo, and it is quite appropriate that a professor of economics should discuss the food question from this standpoint, as well as from the possibility of halving the expense of food, which is, on the average, half the cost of living."

In determining the economic value of a man as affected by certain dietary habits, Dr. Fisher gave some very interesting experiments which had been conducted on nine healthy students. "They began in January and lasted four and one-half months. At the middle of the experiment, when the first results were reported, the men had improved 50 per cent. in endurance. During the second half the men improved an equal amount, so that in June they were able to do double the amount of physical work, as shown by gymnasium tests, which they had been able to accomplish in January. This great increase in working power is ascribed entirely to dietetic causes, for the reason that no other factor to increase endurance was known to be present, though there were several factors, such as over-work, which had the opposite tendency. The change in diet was chiefly the more thorough mastication of the food taken. During the first half the rules of the experiment were two:—

"1. Thorough mastication, with the attention on the taste and enjoyment of the food, and not on the mere mechanical act of mastication.

"This natural, enjoyable mastication was practised, after the men became accustomed to it, up to the point of involuntarily swallowing.

"2. Implicit obedience to appetite. The men ate nothing which they did not choose of their own free will. Nothing was set before them except as was ordered. In order to enable them to choose properly, a wide range of choice was provided. Meats were available three times a day, but it was found that by thorough mastication the men gradually lost their desire for meat and substituted cereals, fruit and nuts. At the end of the first half of the experiment their daily consumption of meat was little more than half of its original amount.

"During the second half of the experiment a third rule was added. This was that, when the appetite was in doubt as to its choice of foods, the benefit of the doubt was given to non-flesh foods and other foods low in protein. In June it was found that the men had decreased their consumption of flesh foods to one-sixth of its original amount.

"The practical conclusion from these experiments is that it is in the power of an ordinary so-called healthy individual to double his endurance in five months by increasing the thoroughness of mastication, prolonging the enjoyment of food, and acquiring a more sensitive and accurate choice of amounts and kinds to meet the ever-varying daily need of the body."

In the discussion following Dr. Fisher's paper, Mrs. Richards told of having been able by great care in diet to supervise laboratory experiments fourteen hours a day through many summer weeks, and keep well.

Illinois Summer School for Graduate Workers reported a most successful session, held July, 1906, at the University of Illinois, under the direction of the following committee:—Miss Caroline Hunt, University of Wisconsin; Miss Isabel Bevier, University of Illinois; Miss Abby Marlatt, Providence Manual Training High School, and Dr. Langworthy, Department of Agriculture, Washington.

It was felt that the educational side of the problem had not been adequately met and steps should be taken to emphasize this phase of the work.

SECONDARY EDUCATION.

This committee referred to the able report given by Dr. Helen Putnam before the American Academy of Medicine in Chicago, November, 1905, on teaching hygiene through domestic science in our primary and secondary schools.

The manner of presenting the subject of home economics in our schools is one that each year receives criticism. To-day we have (1) The science application method; (2) The sociological method; and last year the ethical method was suggested, with the result that no one teacher is quite sure that she is doing all that even her limited capacity allows.

Uniformity can come only when the secondary schools are required to fit pupils to pass the definite examinations required for college entrance.

A study of present college courses indicates that the work in most of the colleges is high school work, using high school methods. It must be that the conditions for entrance are inadequate, or that heads of departments have not yet studied the subject according to girls' mental development.

Some problems are best met in the grades, some during adolescence, and others during college years.

The committee recommends formulating some standard which could be accepted as a college entrance requirement in colleges and universities offering courses in home economics.

Reports were presented on "Standards of Routine Work in the Home," "Experiments in Household Hour Service," "Public Health in the United States," "Bibliography," "Household Industrial Problems," all of which a reasonable synopsis of them.

READING COURSES AND THEIR RESULTS.

Miss Martha VanRensselaer, Cornell University.

Cornell University College of Agriculture has a state appropriation for the extension of agriculture in New York. This is devoted to a farmers' reading course, nature study for children, and a reading course for farmers' wives.

Miss VanRensselaer has charge of this work and reports increased interest each year. The essential element in the reading course for women is the improvement of the farm home and securing better and easier methods of doing work where so many industries are represented.

Printed bulletins are sent out, one each month, for five months of the year. Questions are asked relating to the subject of the bulletin, which will give the point of view of the reader and call forth her experience and knowledge. Twenty bulletins have been published, making thus far a four years' course of five bulletins each.

They relate to the conservation of strength and time, farm home industries, woman's relation to the public school, reading in the home, and bulletins on food and sanitation. The membership numbers 18,000, nearly all farmers' wives and daughters.

Last winter the work was extended to the organization of a winter's course in home economics, free to the women of the state. The result was more than was anticipated. There were forty-two members, beside the attendance of many who did not register. About twenty women who hold prominent positions in teaching home economics in the best institutions in the country were employed, most of them for a week, to give special lectures. These, with the assistance of men and women connected with the university, gave an unparalleled course of lectures in home economics. As a result there was much enthusiasm for a continuation of the work in the university.

THE NEED OF, AND TRAINING OF THE DIETICIAN.

In discussing this subject, Miss Grace McCullough, of New York, showed very clearly the need of the special dietician in large institutions. "The dietician is the young daughter of domestic science. She has a dignified standing, a changing, yet brilliant, future. A successful dietician must be an all-round woman with technical training. She should rank as an officer of the institution. As her training is in part along the same lines as the doctors, she must cooperate with them. She must have great executive ability, an abnormal amount of common sense, infinite patience, tact, a strong personality, and an up-to-date knowledge of the science of food and serving, with the ability to adapt it to the needs of her institution.

"The salary should be commensurate with the training and work demanded."

In answer to inquiries as to how and where a suitable course of training could be provided for dieticians, it was stated that Teachers' College, Columbia University, and Macdonald Institute, Guelph, Ontario, were offering special courses in this work.

THE REPORT OF THE COMMITTEE ON THE TRAINING OF TEACHERS.

A committee, consisting of Dr. Helen Putnam, Mrs. Adelaide Hoodless, and Dr. Langworthy, was appointed to report on the training of teachers.

In adopting the report, as amended, after long and careful deliberation, the conference took one of the most important and far-reaching steps in its history.

The appointment of the committee of five, authorized by the adoption of the report, was intrusted to the chair.

REPORT AS ADOPTED.

Resolved: That in the opinion of this conference the schools which have sent out insufficiently prepared teachers have done great harm to the cause of sound education in general and to this movement in particular.

That in grammar grades, while much work is well done, much is incorrect or of little worth; and many courses lack features essential for pupils of these ages.

That unsymmetric courses of only elementary grade in domestic science have often been introduced into high schools.

That high school and ill-balanced courses have been introduced into some colleges under the head of home economics because teachers lacked perspective of values and definite knowledge of the meaning of the subject.

The committee recommends that the conference appoint a standing committee of five "on home economics" teachers, with power to appoint sub-committees; and that this general committee be instructed to report progress at each annual meeting, till discharged. The objects to be pursued are:—

1. After personal investigation (not in any case trusting to printed matter exclusively) the conference shall prepare a list of approved institutions for training teachers in home economics, such list to be revised from time to time as investigations and improved standards permit.

2. There should be published a minimum standard for home economics teachers in the two higher grammar grades and in secondary schools, and a standard which could be accepted as a college entrance requirement for colleges and universities giving courses in home economics.

3. Certification of teachers in home economics should be provided for by the school law of each state as in other subjects. Till this is accomplished it is desirable that this conference appoint a registration board which, on request, will register such teachers of home economics as satisfactorily meet the standards established by the conference.

4. All schools or colleges which train elementary or secondary teachers should be asked to require home economics as part of their general training, not to qualify them as teachers of home economics but that they may better coordinate the instruction of children.

5. For the special benefit of public school teachers, the National Educational Association should have a section on home economics.

6. These steps, if determined on by the conference, can be made influential only by persistently calling the attention of educators and of the general public.

For this a special press agent should be appointed.

STANDING COMMITTEES FOR THE YEAR.

Higher education.

Secondary education.

Elementary schools.

Trade schools.

Food and nutrition.

Hygiene as a basis for domestic science in elementary and secondary schools.

Home and club study.

Household industrial problems.

Standards for routine work in the home.

Teachers' section.

Committee of five.

Bibliography.

Press.

Finance.

Programme and membership.

(The writer commends the above list to Women Institute workers and other organizations of women.)

SUMMARY.

The object of the Lake Placid Conference is (1) educational, (2) economic and social.

The necessarily brief abstract of the proceedings of the last conference show not only careful selection of subjects, but pronounced interest in the work by leading scientists and educators throughout the country.

The Lake Placid Conference stands for a higher standard of home life and social efficiency, and as a means to this end the conference seeks the correlation of home economics with general education.

Mrs. Richards, in her synopsis "The Present Status and Future Development of Domestic Science Courses in the High School," emphasizes the following points:—

Subjects of social value must be given in the elementary school in such a way as to secure valuable habits and manipulative skill.

Development of reasoning power, and application of science belong in the high school.

Principles and relations should receive special attention in colleges.

Practice again belongs in professional and post-college schools.

Domestic science in the high school should concern itself enough with the working machine of productive daily life (social and economic questions in an elementary way to be sure) to leave an impression of forceful reality. It should not be burdened with the work of other departments, and especially it should not be expected to lay its own foundation, a thing not required of other high school subjects.

In elementary and secondary schools we claim that education should produce:—

Social Efficiency, character as expressed by truth, honor, self-sacrifice and cooperation.

Economic Efficiency, self-support, not a social debtor, adding to group possessions and pleasures, a productive citizen of the state.

Individual Efficiency, personal health, joy in living, contributing in self and children to race progress. For the individual, better physical con-

dition for work and for pleasure. For the state, it should result in securing for the child such environment and atmosphere as shall permit full intellectual and spiritual development of the soul.

A good course in domestic science can contribute largely to the production of these educational results.

The following abstract from a report presented at the fourth conference, by Professor Kinne, of Teachers' College, Columbia University, gives a clear definition of home economics:—"Home economics is more than the application of science and fine arts merely to the end that certain results may be correctly reached, or certain articles artistically made, for we must consider the place of these arts in the social order, and this brings us immediately to the thought of the home and its conduct; the *home, as the place where the individual is given such physical and ethical surroundings, that he is made an effective human being; the conduct of the home, on the material side, as the seeking to produce the best results with the least expenditure of energy, material, time, and money.*"

Here we have reached the study of economics; the economics of home consumption. To sum up the whole matter, then, our subject consists of certain household arts and activities, based on a number of sciences, and leading to the study of economics.

"Does society as a whole show any needs that such a study would meet and answer?" Surely the most casual student of present social conditions must see that a large proportion of our population, both rich and poor, is in poor physical condition, and that there is in consequence great economic waste; for lack of vigor means lack of effective accomplishment, and also makes necessary large expenditure for remedial measures. With better shelter, food, water, ventilation, cleanliness and proper clothing, a check would be placed on this enormous waste, and more real work would be done, and there would be fewer patent medicines, patent foods, and hospitals. Another common waste is through poor buying and extravagant use of materials. To what are these things due? (1) Ignorance of women on these points in the management of a household; (2) Ignorance of men and women together in the management of that larger household, the city (or state).

1. Domestic and economics conditions have greatly changed during the last half century, and while men have met such changes in their business lives and adapted themselves to them, women go on in many respects in the ways which were adequate in the days of their grandmothers, but are far from sufficient now.

Again, the daughter from the family of small means must often take her place as a bread-winner outside the home, and the child of well-to-do parents is absorbed in her school life. Both, equally, enter upon their married life with little or no knowledge of the *business* of housekeeping before them.

2. If all our citizens, both men and women, were alive to the physical and economic evils consequent on bad building, imperfect water supply, defective disposal of waste, and dirty streets, these things would not exist.

The teaching of home economics should go far to correct these errors, for it emphasizes health as a normal condition, and gives knowledge of the physical conditions that will maintain this; emphasizes the home as the unit of society, and the management of the home as a business needing brains and special training; shows how, on the economic side of marriage the wife is the business partner, that her position as spender and manager is no less important than the husband's as earner, and that he cannot succeed if she fails to meet her obligations.

THE LAKE PLACID CLUB.

"Lake Placid Club is a cooperative summer home of congenial people, having no transient guests, and differing as much from atmosphere, spirit and management of a hotel as a refined home from a conventional boarding house." This beautifully and ideally conducted home is offered to the members of the Lake Placid Conference for ten days each year, either in late June or middle September, rooms at half price, and meals at cooperative cost to members.

Application for attendance should be accompanied by references when personally unknown, as the Lake Placid Club admits guests for a first visit only on introduction. Payment of annual dues (\$2) entitles one to receive all official publications of the conference, including full reports of discussions in printed proceedings, and to vote when present at meetings. A cordial invitation has been extended to all Canadians interested in the study of Home Economics, and able to contribute in any way to the advancement of the work, to become members of the conference. For further particulars address Miss Grace Godfrey, Secretary, Lake Placid Conference, Lake Placid, The Adirondacks, N.Y.

HOME ECONOMICS IN ONTARIO.

As an appendix to this report of the Lake Placid Conference, a brief summary of the present status of home economics in Ontario will show that in organization, training of teachers, and standards of instruction it will bear comparison with the instruction provided in the United States. The colleges and universities of the United States are in advance of Canada in this branch of education, but from present indications Ontario will soon offer a course in higher education equal to the best yet offered in any country.

While home economics (better known as domestic science) is a comparatively new branch of education in Ontario, (the first public school classes in domestic science being established in Hamilton in 1895, as an experiment) it has not suffered by delay. As the discussions at the Lake Placid Conference show, the advance in scientific knowledge makes it a question whether really valuable work was contributed in the early days, when the instruction was more or less haphazard.

The promoters of the work in Ontario have had the benefit of the earlier organization in other countries, and were careful to avoid their mistakes; consequently a correlation with other school studies, through the incorporation of domestic science into the normal school course for teachers, placed the subject on an educational basis at the very beginning. In the planning of the course of study and in the pedagogical training of teachers of home economics, great care was taken to insure not only accuracy of information, but an academic entrance requirement was established. In the early days a misconception of the term "Domestic Science" led to some confusion between the public mind and the principles of education. Domestic science and "cookery" were synonymous terms, and educators objected to anything of such a technical character being introduced into the schools.

But when the subject came to be understood as elementary economics, and as a strong factor in adding interest to school life, through a closer connection between the home and the school; and when it was learned that the subject was an aid to mental development through "learning by doing," few of the progressive teachers opposed its introduction into the schools.

The Department of Education has from the beginning been in hearty sympathy with the movement, indeed, workers in the various States are somewhat envious of the support given to this branch of education by the Ontario Government.

At the present time, domestic science is taught in twenty-five schools, for which government aid is provided. A course of study has been prepared, and approved by the Department of Education. It has been difficult to make a distinction between elementary and high school work, owing to the subject being introduced simultaneously into the schools, but now, for those centres in which the work has been carried on for three or four years, a special course has been prepared, introducing the more scientific features of the subject.

This grading of the work calls for a higher standard of teaching, as in many places the teacher has both elementary and high school pupils to instruct. Therefore, those teachers who were able to undertake the work at the beginning, and often with insufficient training, find themselves unable to meet the requirements of the new standard. There is much less chaos in the training of teachers in Ontario than in the training schools of the United States, and it is hoped that in a short time there will be one standard only, which will insure symmetry, and a sequence of instruction from the elementary school to the university, based on educational principles.

The great drawback in Ontario, as in the United States, has been the difficulty in securing instruction in the higher branches of education, so as to secure the highest qualification for those who have charge of the training of teachers. A carefully planned course in the university is the hope of the future in this respect.

Through the generosity of Sir William Macdonald, in providing suitable buildings, the Ontario Government has been able to provide a training school for teachers of "Home Economics" for elementary and high schools equal to the training offered in any school on the continent.

With the added generosity of Mrs. Massey-Treble, who is providing a building for "Home Economics" at the University of Toronto, which the university authorities are pledged to maintain, Ontario will stand in the forefront in this branch of education.

ADELAIDE HOODLESS.

APPENDIX M.—*DIGEST OF THE SCHOOL LAWS OF THE STATES OF THE UNITED STATES OF AMERICA REGARDING TEXT-BOOKS.*

The following digest was prepared from the Report, for 1904, of the Commissioner of Education, Washington, D.C., published in 1906.

The laws of the States of Delaware, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont make it compulsory on school authorities to provide free text-books for pupils.

The following States have provisions in their laws whereby the schools through the district, county, town, or corporation, as the case may be, may provide free text-books if desired: Colorado, Connecticut, Iowa, Kansas, Michigan, Minnesota, Ohio, West Virginia, Wisconsin; while the laws of the States of Colorado, Illinois, Indiana, Michigan, Missouri, Nevada, South Carolina, and Virginia make provision for free text-books to those pupils whose parents or guardians are not able to buy them.

The following States require a uniform series of text-books in all the schools: California, Delaware, Indiana, Kansas, Louisiana, Missouri, Montana, Nevada, North Carolina, Oregon, South Carolina, Tennessee, and Virginia.

Arkansas, Georgia, Iowa, Kentucky, Maryland, Mississippi, South Dakota, Washington, and West Virginia have provisions for county uniformity; while all the States, so far as can be ascertained from the Commissioner's report, require at least school district uniformity in text-books.

ARKANSAS.

The State Superintendent shall prepare, for the benefit of the common schools of the State, a list of text-books on orthography, reading in English, mental and written arithmetic, penmanship, English grammar, modern geography, and history of the United States as are best adapted to the wants of the learner, and as have been prepared with reference to the most philosophical methods of teaching those branches, and shall recommend the said text-books to teachers and to directors throughout the State. At the annual school election on the third Saturday in May, the voters of each school district may vote on the question of uniformity of text-books. If a majority of the votes cast be in favor of uniformity, the county judge shall appoint two citizens interested in public schools and the State Superintendent shall appoint two teachers holding first grade certificates, who, with the county examiner as chairman, shall constitute the county school-book board and shall select a series of text-books to be used exclusively in the county for six years. Any teacher using any other book instead of those adopted by said board shall be subject to a fine of not less than \$15. Fine for selling book at higher than contract price, not less than \$10.

CALIFORNIA.

In compiling or causing to be compiled and adopted a uniform series of school text-books for use in the common schools of the State, as required by section 7 of article 9 of the State constitution, the State Board of Education shall, within thirty days after the passage of this Act, meet and appoint three members of said board, to wit, the Governor, the Superintendent of

Public Instruction, and one other member of said State Board of Education as a standing committee on school text-books. The said committee shall be designated and known as the State text-book committee, and shall immediately organize and enter upon the discharge of its duties, and shall have power, subject to the approval of the State Board of Education, to revise in whole or in part, and to manufacture such text-books as are now in use; to compile or cause to be compiled under its direction, and to manufacture such other or additional text-books or books as it may deem necessary or proper for use in the primary and grammar schools (the common schools) of the State; to purchase or hire plates, maps, and engravings of copyright matter; to contract for or lease copyrights for the purpose of being used in compiling, printing and publishing such books; to provide for the payment of royalties or for the leasing of plates for the making of the whole or any part of a book or books, and to do any and all acts that may be necessary for the purpose of procuring a meritorious uniform series of text-books for use in all the primary and grammar schools of the State of California. Said committee shall have power, subject to the approval of the State Board of Education, to prescribe and enforce the use of a uniform series of text-books, and to adopt a list of books for supplementary use from which county and city and county boards of education shall select and adopt books for supplementary use in primary and grammar schools in their respective counties and cities and counties, as required by section 1,712 of the Political Code. As soon as any text-book shall have been compiled, printed and adopted, and is ready for distribution, it shall be the duty of every county and city and county superintendent of schools in the State to order a sufficient number thereof to give at least one copy of every such book to every public school district library in the county or city and county in which he is superintendent, and payment therefor shall be made by him by drawing his requisition without the order of the board of school trustees against the library funds of the respective districts in his county or city and county for the cost and remitting the same to the official who has charge of the sale of State school text-books. In cities where the city school superintendent or city board of education is accustomed to draw requisitions upon the library funds, it is hereby made the duty of such superintendents or boards of education to order and pay for copies of books of the State series for their school libraries as hereby provided in lieu of the county superintendents.

The said text-book committee shall elect a secretary, who shall be a person of recognized educational ability and experience, who shall be provided with an office at the State capitol, in Sacramento, in connection with that of the Superintendent of Public Instruction, and who shall keep the books, accounts, and all records of the said committee and perform such other duties as may from time to time be required of said secretary by said committee. Said secretary shall hold office at the pleasure of the committee and shall receive a salary of \$165 per month, payable monthly, in the same manner and from the same funds as the salaries of State officers are paid.

The said text-book committee may secure copyrights in the name of the people of the State of California to any book that may be compiled under this Act, and whenever any one or more of the State school text-books shall have been compiled, published, and adopted, the Superintendent of Public Instruction shall issue an order to all county and city and county boards of education by sending notice by registered mail to the secretaries of all such boards requiring the uniform use of said book or books in all the primary and grammar schools of this State, and when said order shall have thus been given and published, the same shall remain in force and effect for a term

of not less than four nor more than eight years: Provided, That said order for the uniform use of said book or books shall not take effect until the expiration of at least one year from the time of the completion, purchase or the leasing of the electrotpe plates of said book or books; but nothing in this Act shall be construed to prevent any county, city or city and county from adopting any one or more of the State series of school text-books whenever said book or books shall have been published and is ready for distribution; Provided further, That whenever any plates, maps, or engravings of any publisher or author are adopted for use as hereinbefore provided, the State text-book committee shall enter into a contract for not less than four nor more than eight years for the use of the same, and shall require a good and sufficient bond of the owner of such plates, maps, or engravings, guaranteeing that the same shall be kept revised and up to date, as may be required by the State Board of Education.

Any county, city and county, city or school district that refuses or neglects to use the State series of school text-books in the grades and in the subjects for which they are intended and at the time required in the foregoing subdivisions of this Act must, upon satisfactory proof of such refusal or neglect, have the State money to which it is otherwise entitled withheld from it by the Superintendent of Public Instruction.

The Superintendent of State Printing shall have the supervision of all mechanical work connected with the printing and publishing of such books as may be compiled and adopted by said text-book committee and approved by the State Board of Education; and all such printing and binding shall be done in the State printing office. The superintendent of State Printing shall annually on the 1st day of July, and oftener, if requested, submit to the said text-book committee a detailed statement showing the number and the name of books of the State series published by him during each year.

Whenever any book authorized to be published under this Act is ready for sale or delivery to pupils, the State Printer shall submit to the said State text-book committee, and it in turn to the State Board of Education, an itemized statement showing the exact cost of the material, printing, binding and finishing of such book in editions of 5,000 or more, and the State Board of Education shall thereupon determine and fix the price of such book, as required by law, by adding to the cost of manufacturing the price contracted to be paid as royalty, or for the use of the plates, maps, or engravings of the copyright matter therein contained, and said price shall be deemed to be the whole cost of publication of such book at Sacramento. The amount fixed for royalty or cost of plates of copyright matter shall, as the books are sold, be kept separate from other proceeds from the sale of State school text-books and deposited in the State treasury to the credit of a fund to be designated and known as the "text-book royalty fund," the same to be paid out quarterly or semi-annually, as may be agreed between the owners of copyright matter and said text-book committee, on the order of the said State text-book committee, in payment of royalties or hire of plates, maps, or engravings of copyright matter in the same manner as other claims upon the State Treasurer are paid.

The sum of \$20,000 is hereby appropriated, out of any money in the State treasury not otherwise appropriated, for the puprose of carrying out the provisions of this Act. Said appropriation, which shall be known as the "text-book appropriation," shall be subject to the drafts of the said text-book committee for all the expenses incurred by it, except the salary of the secretary, which is otherwise provided for in this Act. Provided, That all claims shall be presented to the State Board of Examiners for their approval;

said appropriation shall be subject to the drafts of the said committee for all moneys needed for the payment of royalties, for the purchase or hire of such plates, maps, or engravings that may be necessary, but which can not be arranged to be paid for as provided in sub-division seventh hereof, for expert opinions as provided for in sub-division 9 of this Act, for printing, stationery, postage, and expressage that will be required by said committee, and for manufacturing any edition of any book of the State series now in use or which may hereafter be adopted for use in the primary and grammar schools. It is provided that all moneys that have been received or that may hereafter be received from the sales of State series of school text-books, except that which is received in payment of royalties and provided in this Act to be deposited to the credit of the text-book royalty fund, shall be kept by the State Treasurer as a separate and distinct fund, to be known as the "State school book fund," which fund shall be subject to the drafts of the said text-book committee for all expenses incurred by the Superintendent of State Printing for all material, labor and other expenses necessary in the mechanical work of printing and publishing State school text-books, all claims to be drawn after being certified to by the Superintendent of State Printing, as provided in sub-division 4 of section 526 of the Political Code; Provided, That all demands on the State school-book fund shall be presented to the State Board of Examiners in itemized form for their approval; and upon the approval of the State Board of Examiners, the State Controller is hereby authorized and directed to draw his warrant, and the State Treasurer is hereby authorized and directed to pay the same, in conformity with the provision of this section.

Before selecting any text-book matter to be used in the compilation or revision of a State school text-book, the said committee may, subject to the approval of the State Board of Education, secure one or more educational experts to examine and give their opinions on the merits of any book or books or parts of a book that may be taken under consideration, and the claims for payment of such expert service shall be paid in like manner as other claims are paid out of the State text-book appropriation: Provided, That the expense of such expert examination and opinion shall not exceed the sum of \$200 for any one book may be adopted and published as a book of the State series.

COLORADO.

The district school board shall determine the kind of text-books to be used, provided that only one kind of text-book of the same grade or branch of study shall be used in the same department of a school, and that after the adoption of any book it shall not be changed in four years unless the price thereof shall be unwarrantably advanced or the mechanical quality lowered or the supply stopped. The board shall also provide books for indigent children on the written statement of the teachers that the parents of such children are not able to purchase them, and shall furnish free text-books for the use of all pupils when authorized to do so by a majority vote of the district. The board shall also require that pupils be furnished with proper books as a condition of membership in school.

CONNECTICUT.

Any town, at its annual meeting, may direct its school visitors or board of education or town committee to purchase at the expense of said town the

text-books and other school supplies used in the public schools of said town, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as the school visitors or the board of education or town committee may prescribe.

DELAWARE.

The school commissioners or trustees of each school district in the State shall furnish the necessary text-books free for the use of all the pupils enrolled in the free schools of the State in the manner hereinafter provided.

The school commissioners or trustees shall order from the publisher or publishers the books which have been adopted by the State Board of Education for use in the free schools of the State, at the net contract prices at which the publishers have agreed to supply the same, as follows: There shall be a blank order book prepared by the State Treasurer for the use of the school commissioners, which shall contain duplicate order blanks, with a printed list of the books which have been adopted by the State Board of Education, and the net contract prices at which the publishers agree to furnish the same.

The State Treasurer shall pay the publisher out of the school fund of the State for books thus supplied, and charge the amounts so paid to the respective districts ordering said books, and deduct the same from the amount to which such districts may be entitled under the school laws of the State; but the State Treasurer shall pay no bill for at least thirty days from the time it is rendered, in order that he may be notified by the school commissioners of any error or failure on the part of the publisher to supply the books.

It shall be the duty of the clerk of each school district to distribute the books received as aforesaid to the scholars of the district, or their parents, guardians or other persons, as they desire, upon receipt for the same. The clerk of each district shall be responsible for the safe-keeping of the books furnished him, and also for prices of books sold to parents, guardians, scholars or others. Any money or the value of the books which such clerks shall fail to account for according to law may be recovered in the name of the State by the county superintendent before a justice of the peace, as other accounts, when the amount does not exceed the sum of \$200. Such clerk shall, at the expiration of his term of office, turn over to his successor in office all books on hand and take a receipt for the same, which shall be his voucher in settlement. It shall be the duty of the school commissioners to provide for the safe-keeping and care of the books, which shall be returned by the pupils at the close of the annual school term to the clerk of the district, or to such other person as the school commissioners shall designate. They shall also keep a separate account of the amount expended for books, and shall report it under a separate item in the annual settlement required by law. The school commissioners may furnish books at cost to pupils who wish to replace books lost or wilfully destroyed, or who may wish to own their books, and shall turn the proceeds of all such sales into the school fund of the district and report the amount at the time of the annual settlement to State Auditor.

GEORGIA.

County boards shall prescribe what text-books and books of reference shall be used. The Bible shall not be excluded from the common or public schools of the State. Boards shall not introduce any text or miscellaneous

book of a sectarian or sectional character, and shall provide for the teaching of physiology and hygiene with special reference to alcoholic drinks and narcotics.

County (or city) boards of education, in order to prevent excessive rates of charges for school books, may purchase directly from the publishers such books as may be adopted for their schools, and shall supply same to patrons and pupils at cost, or at such an advance as shall cover cost of handling. The board may make such contract with a local merchant or other person, whom they may require to give bond. Pupils, parents or guardians about to move to another county wherein different books are used may sell their school books to the county at such discount as may cover wear and tear. The boards may arrange to rent books to pupils at just and proper fees and make all proper rules to insure payment of such fees and proper care of books. Copies of all contracts for text-books must be filed with the State Board of Education within ten days. No county board may change or renew any contract for such books before the expiration of five years without first giving sixty days' notice by newspaper advertisement and sixty days' notice to the publisher party to such contract, and then only by a three-fourths vote of the members of such board in session.

ILLINOIS.

The directors shall direct what branches of study shall be taught and what text-books shall be used in the public schools, and shall strictly enforce uniformity of text-books therein, but shall not permit text-books to be changed oftener than once in four years. The directors shall have power to purchase at the expense of the district a sufficient number of the text-books used to supply children whose parents are not able to buy them. The text-books bought for such purpose shall be loaned only, and the directors shall require the teacher to see that they are properly cared for and returned at the end of each school term.

INDIANA.

The State Board of Education shall constitute a board of commissioners for the purpose of making a selection or the compilation for use in the common schools of a series of text-books on the following branches: Spelling, reading, arithmetic, geography, English grammar, physiology, history of the United States, and a graded series of writing books, no book to contain anything of a sectarian character. As soon as the board shall have entered into contract for the furnishing of the books the Governor shall announce the fact, and the school trustees of every school corporation within thirty days shall certify to the county superintendent the number required by the schools under their care. The county superintendent makes requisition upon the State Superintendent and the latter upon the contractor, who shall, within ninety days, ship the books to the county superintendent, from whom the school trustees shall immediately procure and furnish them to the patrons at the price fixed. It shall be the duty of each township trustee and each school board to furnish the necessary school books to all such indigent children as may desire to attend the schools.

IOWA.

The board of directors of each school corporation are authorized to adopt text-books for all branches authorized to be taught in the public schools, and

to contract for and buy such books and other necessary supplies out of the contingent fund and sell same to pupils of their district at cost, the money received therefor to be returned to said contingent fund. The said board shall annually certify to the board of supervisors the additional amount necessary to be levied for the contingent fund, not to exceed \$1.50 in any year for each pupil residing within the corporation; but the board shall not contract any debt for such purpose. In the purchase of text-books it shall be the duty of the board of directors or the County Board of Education to take into consideration the books then in use in the respective districts, and they may buy such additional number of text-books as may from time to time become necessary to supply their schools, and they may arrange on equitable terms for exchange of books in use for new books adopted. If at any time the publishers of such books as have been adopted shall neglect or refuse to furnish them at the lowest price furnished any district or state board, then the board of directors or county board of education shall bring suit upon the publishers' bond. Before purchasing text-books under the Provisions of this Act, the board of directors or county board of Education shall advertise, by publishing a notice for three consecutive weeks in one or more newspapers published in the county, stating the time up to which bids shall be received, the classes and grades for which text-books and other necessary supplies are to be bought, and the approximate quantity needed, and the board shall award the contract for the text-books and supplies to any responsible bidder or bidders offering suitable text-books and supplies at the lowest prices, taking into consideration the quality of material used, illustrations, binding, and all other things that go to make up a desirable text-book, and may to the end that they may be fully advised, consult the county superintendent, or in the case of town or city independent districts, with city superintendent or other competent persons, with reference to the selection of text-books. It shall be unlawful for any board of directors or county board of education to change within five years, except as provided for above, any text-book that has been regularly introduced, unless authorized to do so by a majority of the electors present and voting at the regular annual meeting, due notice having been given.

Any person desiring to furnish books or supplies to the county shall deposit in the office of the county superintendent samples of all text-books included in his bid, accompanied with lists giving lowest wholesale and contract prices, and every successful bidder shall enter into sufficient bond for the faithful performance of his contract.

When a petition signed by one-third of the school directors in a county shall be filed in the office of the county superintendent at least thirty days before the annual school election in March asking for uniformity of text-books in the county, the county superintendent shall notify the county auditor and board of supervisors in writing, and the county board of education (composed of the auditors, superintendent, and supervisors), shall convene and arrange for a vote upon the question by the electors. Should a majority of the electors voting at said election favor a uniform series of text-books for use in the county, the county board shall select the text-books for the entire county outside of cities and towns and contract for the same, and the public schools shall use the books so selected. The board may arrange for depositories and may pay for the books from county funds and sell them to districts at same price, proceeds to be returned to the county funds by the county board monthly. Cities and towns may vote to adopt and buy books at prices fixed by county boards.

Whenever a petition signed by one-third of the legal voters of a corporation asks for a vote on free text-books, the question shall be submitted at the next annual meeting. If the proposition carries the board shall procure such books as shall be needed, in the manner provided by law for the purchase of text-books, and shall loan them to pupils free of expense. The electors may direct the board to discontinue supplying free books.

KANSAS.

The State text-book commission shall consist of the State superintendent as chairman *ex officio* and eight members to be appointed by the Governor and confirmed by the Senate for a term of four years, who shall receive \$5 per day of actual service (unless already receiving some stated salary from State, county, or city) and actual expenses going and coming. Said commission shall select and adopt a uniform series of text-books for use in the public schools of the State. Bids must be accompanied by certified check for \$1,000, to be forfeited to the State in case of failure to enter into proper bond and contract if awarded. Contracting publishers shall arrange with at least one dealer or agent at each county seat, who may charge a commission not exceeding 10 per cent. on the contract prices; but contractors shall furnish any citizen books at contract prices and deliver same to any railroad station in the State upon receipt of cash orders of not less than \$10. Upon a vote of two-thirds majority, any district or city may purchase text-books out of the incidental funds and furnish same to pupils free. Contracts shall be entered into for periods of five years, and to use any other book than those adopted, except as a reference book or in a branch not covered by books adopted, is punishable by a fine of from \$25 to \$100.00, or imprisonment not to exceed ninety days, or both. It shall be unlawful for any school board to purchase or contract for any map, chart, globe, or other school apparatus, except scientific apparatus for high schools, unless same shall have been submitted to the text-book commission at a regular or special session and by them approved and a maximum price therefor fixed by said commission.

KENTUCKY.

The county board of examiners in each county shall adopt, on penalty of a fine of \$200, a list of text-books on the subjects taught in the common schools, which shall be used in the common schools for five years. Any county board of examiners, whenever any publisher or person selling text-books desires to have his books adopted in the common schools in any county, shall require to be filed a sample copy of each, with its lowest retail price (which shall not be higher than the price obtained in any other section of the United States) at which it is to be sold to patrons and pupils, and shall execute a bond of \$10,000, with good security within the State. In cities of the first, second, third and fourth classes the board of education select the text-books.

LOUISIANA.

The State board shall strictly enforce a uniformity of text-books and shall adopt a list, which shall not be changed for four years.

MAINE.

School books, apparatus and appliances, including those for high schools, shall be provided at the expense of the town, under regulations made by the school committee for their distribution and care. The value of any such book or appliance lost, destroyed or unnecessarily injured by a pupil whose parent or guardian does not, after due notification, make satisfaction therefor, is reported to the assessors and included in the next collection of town taxes. Text-books are uniform for all schools in the same town, and are selected and contracted for by the school committee, not to be changed within five years unless by a vote of the town.

MARYLAND.

Boards of county school commissioners shall adopt text-books, purchase, after inviting competition, and loan them to pupils without charge under proper regulations for their care. Change to free books to be made gradually as new books are needed, beginning with first grade; no board being required to spend more for such books than the county's pro rata of a standing appropriation of \$150,000 a year: Provided, That indigent pupils in all grades shall receive free books. Parents or pupils who desire may purchase their own books. Any book or series may be changed at the option of the county board. County boards shall report annually to State board the title, publisher, and net cost of each book so purchased, which information shall appear in State board's annual report. No book shall contain anything of a sectarian or partisan character.

MASSACHUSETTS.

The school committee shall direct what books shall be used in the public schools, and shall prescribe, as far as is practicable, a course of studies and exercises to be pursued therein. The school committee shall, at the expense of the town, purchase text-books and other school supplies used in the public schools, and, subject to such regulations as to their care and custody as it may prescribe, loan them to the pupils of such schools free of charge, and if instruction is given therein in the use of tools and in cooking, may so purchase and loan the tools, implements, and materials necessary therefor.

In a city which, by vote of the board of aldermen, and in a town which, by vote of the inhabitants at an annual town meeting, accepts the provisions of this section or has accepted the corresponding provisions of earlier laws, the school committee shall make regulations with reference to the care, custody and distribution of books and supplies so loaned, and may provide for the continued use of any text-books by such pupils throughout any grades. Such pupils may, if the school committee so votes, purchase from such city or town, at such time and place as the school committee designates, at not more than the cost price to such city or town, any text-books which are or are to be used by them in the public schools, and, if the committee so votes, pupils who complete two years in any public school in grades more advanced than the fourth grade may, upon graduating from the grammar school and upon application to the school committee, be permitted to acquire the permanent ownership of such free text-books used during the last year of their attendance in the school as they may select.

The school committee shall, at the expense of the town and in accordance with appropriations therefor previously made, procure apparatus, reference books and other means of illustration.

A change may be made in the school books used in the public schools by a vote of two-thirds of the whole school committee at a meeting thereof, notice of such intended change having been given at a previous meeting.

MICHIGAN.

The district board may purchase at the expense of the district such text-books as may be necessary for the use of children when parents are not able to furnish the same, and they shall include the amount of such purchase in the report to the township clerk, to be levied in like manner as other district taxes. Each school board of the state shall, when authorized by the district, purchase text-books used by the pupils of the schools in the district in each of the following subjects: Orthography, spelling, writing, reading, geography, arithmetic, grammar (including language lessons), national and state history, civil government, and physiology and hygiene, and all text-books used in any district shall be uniform in any one subject. Text-books so adopted shall not be changed within five years. The text-books to be used for instruction in physiology and hygiene, with special reference to the nature of alcohol and narcotics and their effects upon the human system, shall give at least one-fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics and the books used in the highest grade of graded schools shall contain at least twenty pages of matter relating to this subject, and all text-books used in giving the foregoing instruction shall first be approved by the state board. When the district has authorized the district board to raise by a tax a sufficient sum to comply with the foregoing provisions, it shall contract, at a price not greater than the net wholesale price, or through advertisement, for the books selected, to be loaned to the pupils. Any district may take further action at a subsequent annual meeting after it has either adopted or rejected free text-books. Any officer refusing or neglecting to purchase or to provide the money for purchasing the text-books voted shall be deemed guilty of a misdemeanor, and upon conviction shall be liable to a fine of \$50 or imprisonment in the county gaol for thirty days, or both. But any board may buy its books of local dealers if sold as cheaply as offered in the lowest bid.

MINNESOTA.

The Board of Trustees or Board of Education of each school district is empowered to adopt and contract for text-books for the schools under their charge; they may purchase and loan same free to pupils or sell same at cost. No adoption or contract shall be for a period less than three nor more than five years, during which time the text-books so adopted or contracted for shall not be changed. At an annual meeting after due notice, or whenever five or more legal voters of a common school district shall petition the board to do so, a special meeting may be called, and the question of providing free text-books shall be submitted to the voters; if a majority vote be in favor of free text-books, the board shall provide for same, payment to be made from the school funds of the district.

MISSISSIPPI.

The county school board shall appoint five teachers of recognized ability, and the superintendent, two, who shall constitute a committee for selecting a uniform series of text-books. They shall serve five years, and books shall be selected for five years. The county superintendent is *ex officio* secretary of the committee, shall record its proceedings, and shall fill any vacancy occurring in said committee. He shall contract with publishers for books adopted, the form of contract and amount of publisher's bond to be fixed by the State Board of Education, which contracts shall specify prices for exchange, introduction and permanent supply. The books adopted shall be used by all schools in the county, except in city districts, the trustees of which shall adopt books for use therein. Instruction shall not be given in any branch to a pupil who is not supplied with the books adopted for that branch. The State Board shall provide for the adoption of a text-book on any additional branch which may be added to the curriculum.

MISSOURI.

The state auditor, attorney-general, state superintendent, president of the state normal school at Kirksville, and one practical public school teacher to be appointed by the governor, constitute the school-book commission, each of whom shall receive \$5 per day and actual travelling expenses for the time they are in session, not to exceed thirty days. They shall advertise for bids from reliable publishing houses, and each house bidding shall submit a copy of the book or books proposed to be furnished, and a deposit of \$500 to cover cost and damages in the event of failure to enter into contract in case such bid be accepted by the commission. Upon opening of bids the commission shall proceed to select the cheapest and best course of text-books so offered, such list to include books needful for high schools on all subjects which the commission think necessary; and contracts shall be entered into with the publishers of such books to supply same for five years, stating price at which books will be supplied to dealers and citizens and terms upon which exchanges of new for old books will be made, and publisher shall execute a bond of \$10,000 for the faithful performance of such contract. No text-book except those contracted for by said commission shall be used or taught in the public schools of the state nor sold for use in said schools; and any school director who shall sanction or permit the use of other books (except for supplementary reading) shall be fined from \$5 to \$25. Directors may purchase at the expense of the district sufficient books for children whose parents are unable to buy them.

MONTANA.

Every school district using text-books other than those prescribed by the State Legislature (except for supplementary purposes) shall forfeit 25 per cent. of their school fund for that year, and the county superintendent shall deduct that amount from the apportionment so made to that district.

NEBRASKA.

District school boards, boards of trustees of high school districts, and boards of education in cities shall purchase all text-books necessary for the schools of such district, and they are further authorized to enter into con-

tract as hereinafter provided with the publishers of such books for not to exceed five years. Before any publisher shall be permitted to enter into contract with any school district he shall file with the State Superintendent a good and sufficient bond in the sum of \$2,000 to \$20,000 for the faithful performance of the conditions of such contracts and the observance of the law; and such publisher shall also file with the State Superintendent a sworn statement of the lowest prices for which his series of text-books are sold anywhere in the United States. For the purpose of paying for school books the school district officers may draw an order on the county or township treasurer for the amount of school books ordered. The county or township treasurer shall pay orders drawn by school district officers for the purchase of school books out of any funds in his hands belonging to the district, except the money received from that derived from the teachers' fund. Any contract entered into with any publisher who shall subsequently become a party to any combination or trust for the purpose of raising the price of school text-books shall, at the wish of the school board of the district using such books, become null and void.

The State Superintendent shall, within thirty days after the filing of the hereinbefore mentioned sworn statement of prices of text-books, have the same printed and forward a sufficient number of certified copies of the same to each of the county superintendents of the State to furnish all the school districts of such county with one copy of each; and the county superintendent shall, immediately after receiving said certified copies of prices of books, send or deliver one of such certified copies to the director or secretary of each school district or board of education in such county, to be filed as a part of the records of such district; and he shall also file one of said certified copies of prices in his office as a part of the records of said office. It shall be the duty of the State Superintendent to prepare and have printed a form of contract between district boards and publishers of school books, and to furnish the same, through the county superintendent, to the several district boards of the State; and no other form of contract shall be used by such district boards and publishers.

All books purchased by district boards shall be held as the property of the district and loaned to pupils of the school while pursuing a course of study therein free of charge; but the district boards shall hold such pupils responsible for any damage, loss, or failure to return such books at the time and to the person that may be designated by the board of such district.

The provisions of this law include all school supplies. Any pupil or parent may purchase from the board such books as may be necessary, at cost to the district. The board may designate some local dealer to handle books for the district, with such an increase above contract price to pay cost of transportation and handling, as may be agreed upon between said board and said dealer.

NEVADA.

The State Board of Education shall recommend to the Legislature a series of text-books in reading, writing, spelling, arithmetic, grammar, geography, history of the United States, physiology, drawing, and language, to be adopted for use in all public schools in the State, and no school district shall be entitled to receive its *pro rata* of the public school money unless such text-books are used as shall have been adopted by an Act of the Legislature. No change shall be made in such series except by legislative act, and then not oftener than once in four years. For the schools in which the

trustees may direct instruction to be given in additional branches, there shall also be prescribed by the State Board text-books in algebra, geometry, physics, astronomy, physical geography, chemistry, Latin, rhetoric, literature, English history, general history, civics, geology, bookkeeping, and music.

Whenever it shall appear to the satisfaction of the board of trustees of any school district that parents, guardians, or other persons having control of any child in attendance upon the public school of said district are unable to procure suitable books, stationery, etc., for such child it shall be the duty of such board to procure for such child all necessary books, stationery, etc., the same to be paid for out of the fund of said school district in the same way that other claims against the school district are now allowed and paid. All books, stationery, etc., purchased under this provision shall be the property of the school district, under the care and control of the school trustees when not in actual use.

NEW HAMPSHIRE.

The school boards shall purchase text-books and other supplies required in public schools at the expense of the town, loan the same to pupils free of charge under such regulations for their care as the board may prescribe, and make provision for their sale at cost to pupils wishing to purchase. No book shall be introduced that is calculated to favor any particular religious sect or political party.

NEW JERSEY.

Text-books and school supplies shall be furnished free of cost for use by all pupils in the public schools. Every school district shall raise and appropriate annually in the same manner as other school moneys shall be raised and appropriated in such district an amount sufficient to pay for such text-books and supplies. Every board of education shall make rules for the safe-keeping and proper care of text-books, and shall keep an account of all moneys expended by it for such text-books and supplies, and shall report the same in its annual financial statement. It shall be unlawful for any county superintendent of schools, member of a board of education, teacher, or any person officially connected with the public schools, to be agent for or to be in any way pecuniarily or beneficially interested in the sale of any text-books, maps, charts, school apparatus, or supplies of any kind, or to receive compensation or reward of any kind for any such sale or for unlawfully promoting or favoring the same. A violation of the provisions of this section shall be punishable by removal from office or by revocation of certificate to teach.

NEW YORK.

The boards of education or such bodies as perform the functions of such boards in the several cities, villages, and union free school districts of this State shall have power and it shall be their duty to adopt and designate text-books to be used in the schools under their charge in their respective districts. In the common school districts in the State the text-books to be used in the schools therein shall be designated at the first annual school meeting held after the passage of this Act by a two-thirds vote of all the legal voters present and voting at such school meeting.

When a text-book shall have been adopted for use in any of the public or common schools, it shall not be lawful to supersede the text-book so

adopted by any other book within a period of five years from the time of such adoption, except upon a three-fourths vote of the board of education, or of such body as performs the functions of such board, where such board has made the designation, or upon a three-fourths vote of the legal voters present and voting at the annual school meeting in any other school district.

Any person or persons violating any of the provisions of this Act shall be liable to a penalty of not less than \$50 nor more than \$100 for every such violation, to be sued for by any taxpayer of the school district and recovered before any justice of the peace, said fine, when collected, to be paid to the collector or treasurer for the benefit of said school district.

NORTH CAROLINA.

The State Board of Education, acting as a State text-book commission, adopts books to be used in the public schools, and they shall not be changed for five years. A sub-commission of from five to ten teachers or superintendents, appointed by the Governor, reports to the commission as to merits and demerits of all books submitted for adoption. Books are distributed through agencies or dealers or else delivered, carriage prepaid, at contract price.

OHIO.

Any publisher or publishers of school books in the United States desiring to offer school books for use by pupils in the common schools of Ohio as hereinafter provided shall, before such books may be lawfully adopted and purchased by any school board in this State, file in the office of the State Commissioner of Common Schools a copy of each book proposed to be so offered, together with the published list wholesale price thereof; and no revised edition of any such book shall be used in the common schools until a copy of such revised edition shall have been filed in the office of the said commissioner, together with the published list wholesale price thereof. The said commissioner shall carefully preserve in his office all such copies of books and the prices thereof so filed. Whenever any book and the price thereof shall be so filed in the commissioner's office, a commission consisting of the Governor, the Secretary of State, and the State Commissioner of Common Schools shall immediately fix the maximum price at which such books may be sold to or purchased by boards of education as hereinafter provided, which maximum price so fixed on any book shall not exceed 75 per cent. of the published list wholesale price thereof, and the State Commissioner of Common Schools shall immediately notify the publisher of such books so filed of the maximum price so fixed. If the publisher so notified shall notify the commissioner in writing that he accepts the price so fixed, and shall agree in writing to furnish such book during a period of five years at the price so fixed, such written acceptance and agreement shall entitle said publisher to offer said book so filed for sale to said board of education for use by the pupil under the terms of this Act. The said commissioner shall, during the first half of the month of June in each year, furnish to each board of education the names and addresses of all publishers who during the year shall have agreed in writing to furnish their publications upon the terms provided. And it shall not be lawful for any board of education to adopt or cause to be used in the common schools any book whose publisher shall not have complied as to said book with the provisions of this Act.

If any publisher who shall have agreed in writing to furnish books shall fail or refuse to furnish such books adopted as herein provided to any board

of education, it shall be the duty of said board at once to notify the said commission of such failure or refusal; the commission shall at once cause an investigation of such charge to be made, and if the same is found to be true the commission shall at once notify said publisher and each board of education in the State that said book shall not hereafter be adopted and purchased by boards of education, and said publisher shall forfeit and pay to the State of Ohio \$500 for each failure, and the amount when collected shall be paid into the State treasury to the credit of the common school fund of the State.

Each board of education, on receiving the statements above mentioned from said commissioner, shall, on the third Monday in August thereafter, meet and determine by a majority vote the studies to be pursued, and which of said text-books so filed shall be used in the schools under its control; but no text-books so adopted shall be changed, altered, or revised, nor shall any other text-book be substituted therefor for five years after the date of the selection and adoption thereof without the consent of three-fourths of all the members elected given at a regular meeting; and each board of education shall cause it to be ascertained and at regular meetings in April and August shall determine which and the number of each of said books the schools under its charge shall require until the next regular meetings in April and August; and shall cause an order to be drawn for the amount in favor of the clerk of the board of education, payable out of the contingent fund; and said clerk shall at once order of the publisher said books so agreed upon by the board, and the publisher on the receipt of such order shall ship such books to said clerk without delay, and the clerk shall forthwith examine such books and if found right and in accordance with said order remit the amount to said publisher, and the board of education shall pay all charges for the transportation of such books out of the school contingent fund; but if said boards of education can at any time secure of the publishers books at a price less than the said maximum price it shall be its duty so to do, and may without unnecessary delay make effort to secure such lower price before adopting any particular text-book. Each board of education shall make all necessary provisions and arrangements to place the books so purchased within easy reach of all pupils in their district and for that purpose may make such contracts and take such security as they may deem necessary for the custody, care, and sale of such books and accounting for the proceeds; but not to exceed 10 per cent. of the cost price shall be paid therefor, and said books shall be sold to the pupils of school age in the district at the price paid the publisher with not to exceed 10 per cent. added, and the proceeds of such sale shall be paid into the contingent fund of such district; and whoever receives said books from the board of education for sale as aforesaid to the pupils and fails to account honestly and fully for the same, or for the proceeds, to the board of education when required, shall be guilty of embezzlement and punished accordingly: Provided, however, boards of education may contract with local retail dealers to furnish said books at prices above specified, the said board being still responsible to the publishers for all books purchased by the said board of education. And when pupils remove from any district, and have text-books of the kind adopted in such district, and not being of the kind adopted in the district to which they remove, and wish to dispose of the same, the board of the district from which they remove, when requested, shall purchase the same at the fair value thereof and resell the same as other books; and nothing in this Act shall prevent the board of education from furnishing free books to pupils as provided by law.

Each board of education may furnish the necessary school books free of charge to enable the parent or guardian, without expense therefor, to comply with the requirements of the compulsory education law, the same to be paid for out of the contingent fund; but such pupils as are already wholly or in part supplied with necessary school books shall be supplied free of charge only as other or new books are needed, and all school books furnished as herein provided shall be considered and be the property of the district and loaned to the pupils on such terms and conditions as each board may prescribe.

OREGON.

In January every four years the Governor shall appoint, from the different sections of the State, a board of five text-book commissioners, who shall meet at the State Capitol the second Monday in July every six years (and other times at the call of the Chairman or the Governor), continue in session not more than fifteen days, and adopt text-books covering all branches specified in the courses of study prepared by the State Board of Education, which books shall be used in the Public Schools of the State for six years. Four members shall constitute a quorum; at least three votes shall be necessary for the choice of any text-book; sessions shall be public, all votes viva voce, and the vote of each member shall be recorded in the Board minutes. Commissioners shall receive \$100 for attendance at each meeting, with 10 cents for each mile travelled going and coming.

In February every six years the State Superintendent shall mail circulars to all the leading text-book publishers containing data necessary to the submittal of bids. When text-books have been adopted by said Commissioners, they shall report the same, giving title of each book, date of copyright and prices (exchange, introductory, and retail) to the State Board of Education, who shall execute a contract in triplicate, requiring each publisher whose book or books shall have been adopted to maintain at least one depository in each county (at places designated by State Board of Education), where books shall be sold or exchanged at prices named in bids, and contracts shall be secured by bond in such sum and with two such sureties as may be approved by said State Board of Education.

In August every six years the State Superintendent shall issue a circular giving data concerning books adopted by said text-book Board, and send same to each County Superintendent in sufficient quantities that every school officer shall have a copy.

In any district where a High School is maintained, the Board of School Directors shall, in July every six years, adopt text-books for any branch of study added by them to the branches specified in the State High School course, but no book shall be substituted, directly or indirectly, for one specified in said State course. The same provisions regarding voting, contracts, etc., specified in connection with the State Board apply similarly to said District Boards.

PENNSYLVANIA.

No series of text-books shall be adopted in any School District unless by a vote of a majority of the whole number of the directors or controllers, and their votes shall be recorded by name; nor shall any text-books be changed until three years after their adoption. The Board shall purchase text-books and other necessary supplies for the schools as the occasion demands, and such books and supplies shall be furnished free of cost to the pupils, subject to regulations.

RHODE ISLAND.

The School Committee of every city and town shall purchase, at the expense of such city or town, text-books and other school supplies used in the Public Schools, and said text-books and supplies shall be loaned to the pupils free of charge, subject to the rules and regulations prescribed by the committee.

A change may be made in the school books in the Public Schools of any town by a vote of two-thirds of the whole committee, provided that no change be made in any text-book in a town oftener than once in three years, unless by the consent of the State Board of Education.

The sum of \$4,000 shall be annually appropriated for the purchase of Dictionaries, Encyclopedias, and other works of reference, Maps, Globes, and other apparatus, to be distributed to towns or districts making an appropriation for the same purpose, each town to receive not more than \$200 if not divided into districts, districts to receive not more than \$20, provided they have raised at least an equal sum.

SOUTH CAROLINA.

It shall be the duty of the State board of Education to prescribe and to enforce as far as practicable the use of a uniform series of text-books in the free public schools of the State, to enter into an agreement with the publishers of the books prescribed, fixing the period of prescription, the price above which the books shall not be retailed during said period, and a rate of discount at not less than which the books shall be furnished to the retail dealers. Board may require contracting publishers to establish one or more depositories in each county, at places to be designated by board; publishers shall give bond in a sum of not more than \$5,000 with a penalty of \$25 for each violation of the agreement, such bond to be approved by the attorney-General. State board shall not have power to change a book within five years of the date of its adoption without permission of the General Assembly, except for violation of agreement by the publisher. No teacher shall be allowed to use any book not so prescribed except by written consent of the State board. Whenever it shall appear to trustees that any patron of their school is unable by reason of poverty to purchase the necessary books for his or her children, said trustees may purchase such books and loan same to such children under such regulations as trustees may prescribe, the sum thus expended not to exceed 5 per cent. of the school fund of the district for any year.

SOUTH DAKOTA.

The county superintendent, the president of the board of education of all cities or towns, the county auditor, the county attorney, the board of county commissioners, their successors in office, and one person from each commissioner's district who shall be selected by the members of the school boards of such commissioner's district present at a meeting to be called by the county superintendent, shall constitute the county board of education of each county in this State for the purpose of selecting and adopting all the text-books needed for use in the public schools in the county. The county superintendent shall in all cases be chairman of the county board of education, and the county auditor, secretary, and a majority of said board shall constitute a quorum for the transaction of business.

The county board of education shall meet at the office of the country superintendent of each county of the State on the second Tuesday of June, 1907, and every five years thereafter, and select and adopt a complete series of text-books to be used in the schools of the county: Provided, That the boards in cities and towns may adopt additional books for higher classes in their schools. The county board of education shall advertise for twenty days in a newspaper published in each county that at a time and place named in said notice said board will receive sealed bids for furnishing school books to the pupils of all public schools in the county for a term of five years.

TENNESSEE.

The Governor and State superintendent, together with three members of the State board of education, to be named by the Governor, constitute a text-book commission, whose duty it is to adopt books for use in all the public schools of the State for a period of five years. Such books shall be used to the exclusion of all others, violation of which is punishable by fine of not less than \$10 nor more than \$50.

VERMONT.

The school board of each town, city or graded school district shall furnish at public expense all appliances, supplies, and text-books used in the studies enumerated, and may furnish text-books on secondary school subjects.

VIRGINIA.

The State board shall select text-books, exercising its discretion as to books suitable for cities and counties, respectively. No book (except United States histories) may be changed inside four years. District boards shall decide what pupils shall be entitled to receive text-books free of charge owing to the poverty of their parents.

WASHINGTON.

In each district of the first class (*i.e.*, one maintaining a high school with not less than a two years' course of study) there shall be a text-book commission composed of five persons, namely, the city superintendent (or, if there be none, the principal of the high school) as *ex officio* chairman, and two members of the city board of education or district board of directors, and two teachers teaching in the district, to be designated by such city or district board for a term of five years. Text-books shall be selected by said commission covering the course of study issued by the State superintendent for such schools, together with any books supplementary or additional thereto which may be deemed necessary, and such books when adopted shall continue in use for three years and until displaced by order of the commission.

In each county containing any school district of the second class (*i.e.*, one not maintaining a high school) there shall be a county board of education composed of five members, namely, the county superintendent as *ex officio* president and two teachers and two citizen taxpayers of the county, to be designated by the county commissioners for a term of four years. The State superintendent shall prescribe a uniform course of study for all schools of the second class, and each county board shall adopt books covering the same and may adopt any books additional or supplementary thereto when

deemed necessary, which books shall continue in use for five years and until displaced by order of the said county board. A second class district lying in two or more counties shall be under the jurisdiction of the oldest county.

Each member of the text-book commission of a first class district shall receive \$3 a day as compensation while so employed, and each member of a county board 10 cents per mile travelled in attending meetings of the board. The commission and board shall advertise by newspaper for proposals to furnish books, which proposals shall state an exchange, a wholesale, and a retail price at which such books will be furnished. A sample copy of each book contracted for shall be deposited by the publisher with the State superintendent.

WEST VIRGINIA.

For the purpose of selecting text-books for use in the free schools of the State there is established in every county a school-book board, composed of the county superintendent, who is *ex officio* secretary, and eight other respectable citizens, at least four of whom shall be freeholders and not school teachers, and at least three of whom shall be teachers holding a No. 1 certificate and engaged in teaching. The said eight persons are appointed by the county court, and not more than five shall belong to the same political party. They hold office for four years, and all contracts are made for a period of five years. Boards of education are authorized, at their option, to purchase and supply to the pupils of their district all necessary text-books free of charge.

WISCONSIN.

When a school district is newly organized the board may make the first selection of text-books. No second selection can, however, be made by the board unless first authorized by a majority vote of the electors at an annual meeting, unless the district has voted to furnish text-books free. In such cases the district board is empowered to adopt new text-books at any time. Under other circumstances no change of text-books can be made until at least three years have expired after adoption.

APPENDIX N.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

ENTRANCE EXAMINATION, June, 1906.

Collegiate Institutes.		Examined. Passed.		Examined. Passed.		
Aylmer.....	98	65	Cayuga.....	46	29	
Barrie.....	123	83	Chesley.....	54	42	
Berlin.....	178	138	Colborne.....	49	39	
Brantford.....	219	175	Cornwall.....	129	59	
Brockville.....	112	84	Deseronto.....	58	45	
Chatham.....	191	163	Dundas.....	55	43	
Clinton.....	75	52	Dunnville.....	61	41	
Cobourg.....	81	52	Dutton.....	48	33	
Collingwood.....	124	72	East Toronto.....	78	46	
Galt.....	161	141	Elora.....	36	27	
Goderich.....	70	46	Essex.....	46	27	
Guelph.....	145	113	Fergus.....	74	51	
Hamilton.....	643	461	Forest.....	51	35	
Ingersoll.....	98	66	Fort William.....	28	23	
Kingston.....	210	141	Gananoque.....	62	37	
Lindsay.....	100	73	Georgetown.....	44	28	
London.....	390	315	Glencoe.....	71	45	
Morrisburg.....	71	28	Gravenhurst.....	50	33	
Napanee.....	97	44	Grimsby.....	41	34	
Niagara Falls.....	85	79	Hagersville.....	45	31	
Ottawa.....	491	377	Harriston.....	48	26	
Orillia.....	134	103	Hawkesbury.....	38	23	
Owen Sound.....	181	126	Iroquois.....	70	26	
Perth.....	110	72	Kemptville.....	55	28	
Peterborough.....	166	106	Kenora (Rat Portage).....	36	25	
Renfrew.....	106	73	Kincardine.....	56	30	
Ridgetown.....	69	56	Leamington.....	59	33	
St. Catharines.....	79	59	Listowel.....	92	65	
St. Mary's.....	120	76	Lucan.....	91	46	
St. Thomas.....	176	133	Madoc.....	48	26	
Sarnia.....	162	97	Markham.....	131	102	
Seaforth.....	83	63	Meaford.....	72	41	
Stratford.....	222	134	Midland.....	54	38	
Strathroy.....	112	89	Mitchell.....	89	54	
Toronto (Harbord St.).....	486	309	Mount Forest.....	59	32	
“ (Jameson Ave.).....	235	156	Newburg.....	85	51	
“ (Jarvis St.).....	394	235	Newcastle.....	21	14	
Toronto Junction.....	150	81	Newmarket.....	51	43	
Vankleek Hill.....	86	50	Niagara.....	28	16	
Whitby.....	73	59	Niagara Falls South.....	44	34	
Windsor.....	156	120	North Bay.....	54	22	
Woodstock.....	149	101	Norwood.....	63	38	
Totals.....	7,211	5,066	Oakville.....	45	26	
				Omamee.....	44	22
				Orangeville.....	73	38
				Oshawa.....	99	78
				Paris.....	47	42
				Parkhill.....	98	61
				Pembroke.....	116	54
				Petrolia.....	78	55
				Pictou.....	159	89
				Plantagenet.....	51	30
				Port Arthur.....	62	36
				Port Dover.....	30	16
				Port Elgin.....	50	36
				Port Hope.....	59	43
				Port Perry.....	51	41
				Port Rowan.....	50	33
				Prescott.....	87	48
				Richmond Hill.....	65	48
				Rockland.....	17	8
				Sault Ste. Marie.....	115	84
				Simcoe.....	89	54
				Smith's Falls.....	75	59
				Smithville.....	27	21

High Schools.

ENTRANCE EXAMINATION,—Continued.

High Schools.—Continued.

	Examined.	Passed.
Stirling.....	34	18
Streetsville.....	20	11
Sydenham.....	86	53
Thorold.....	65	59
Tillsonburg.....	70	53
Toronto Technical School	53	34
Trenton.....	67	36
Uxbridge.....	75	30
Vienna.....	35	20
Walkerton.....	73	46
Wardsville.....	17	13
Waterdown.....	35	23
Waterford.....	84	47
Watford.....	88	62
Welland.....	52	32
Weston.....	92	69
Wiaart.....	64	52
Williamstown.....	44	25
Wingham.....	61	53
Totals.....	6,302	3,956

Other Places.

Aberfoyle.....	18	15
Acton.....	31	23
Alliston.....	84	43
Alvinston.....	52	17
Ameliasburg.....	29	17
Amherstburg.....	55	22
Ancaster.....	33	21
Angus.....	26	18
Apsley.....	5	4
Arkona.....	26	19
Ashton.....	15	11
Aultsville.....	31	8
Avonmore.....	60	14
Ayr.....	15	12
Bailieboro.....	26	20
Bancroft.....	24	11
Bath.....	42	20
Beaverton.....	41	19
Beeton.....	20	11
Belle River.....	26	13
Belmont.....	31	23
Bethany.....	21	16
Binbrook.....	24	16
Blackstock.....	36	20
Blenheim.....	82	67
Blind River.....	15	8
Blyth.....	32	27
Bobcaygeon.....	36	24
Bolton.....	44	33
Bothwell.....	40	30
Bowesville.....	16	7
Bracebridge.....	53	33
Brechin.....	39	26
Bridgeburg.....	33	28
Brigden.....	31	10
Bruce Mines.....	34	13
Brussels.....	55	44
Burford.....	31	17
Burgessville.....	22	15
Burk's Falls.....	35	19
Burlington.....	24	18

	Examined.	Passed.
Burritt's Rapids.....	13	9
Cannington.....	45	29
Cardinal.....	27	17
Carp.....	48	27
Castleton.....	17	12
Cataraqui.....	37	22
Chapleau.....	10	8
Charleston.....	26	11
Chatsworth.....	33	25
Chesterville.....	71	29
Claremont.....	25	17
Clifford.....	25	12
Cobden.....	36	24
Comber.....	27	12
Cookstown.....	54	20
Copper Cliff.....	9	7
Courtright.....	43	12
Crediton.....	24	12
Creemore.....	31	18
Crosshill.....	20	17
Cumberland.....	24	14
Deer Park.....	18	15
Delhi.....	64	39
Delta.....	41	23
Dickinson's Landing.....	27	8
Dorchester Station.....	57	40
Drayton.....	50	25
Dresden.....	58	48
Drumbo.....	14	9
Dryden.....	15	8
Dundalk.....	50	23
Dungannon.....	37	22
Durham.....	86	56
Easton's Corners.....	15	8
Eganville.....	76	61
Eglinton.....	18	9
Elmira.....	29	27
Elmvale.....	63	31
Embro.....	57	36
Emo.....	14	10
Ennismore.....	19	9
Erin.....	57	39
Exeter.....	68	41
Fenelon Falls.....	62	35
Finch.....	58	28
Fingal.....	57	38
Flesherton.....	56	24
Florence.....	42	22
Fordwich.....	20	15
Fort Frances.....	7	5
Fournier.....	22	15
French River.....	10	2
Galetta.....	23	14
Glen Allan.....	10	4
Gore Bay.....	37	25
Grand Valley.....	36	28
Guelph Consolidated School.....	33	21
Haileybury.....	13	9
Hall's Bridge.....	11	8
Hanover.....	41	25
Harrow.....	24	15
Hastings.....	15	9
Havelock.....	17	14
Hensall.....	31	14
Highgate.....	34	31
Hillsdale.....	34	10

ENTRANCE EXAMINATION.—*Continued.**Other Places.—Continued.*

	Examined.	Passed.		Examined.	Passed.
Hintonburgh.....	33	10	Palmerston	26	21
Horning's Mills.....	16	11	Parry Sound.....	65	29
Huntsville.....	48	18	Pelham, S. S. No. 2.....	29	25
Innerkip.....	14	5	Penetanguishene.....	41	3
Irish Creek.....	20	9	Plattsville.....	25	14
Janetville.....	8	4	Port Colborne.....	47	36
Janeville.....	16	8	Port Dalhousie.....	69	49
Jarvis.....	30	23	Port Stanley.....	19	12
Keene.....	31	22	Powassan.....	49	24
Keewatin.....	9	5	Princeton.....	16	6
Kilmaurs.....	14	5	Queensville.....	11	6
Kimberly.....	20	9	Ramsayville.....	23	13
Kingsville.....	30	19	Rainy River.....	11	6
Kintail.....	22	10	Randwick.....	10	8
Kirkfield.....	31	18	Richard's Landing.....	12	3
Lakefield.....	66	32	Richmond.....	30	16
Lanark.....	64	32	Rideauville.....	..	..
Lancaster.....	34	12	Ridgeway.....	30	24
Laurel.....	19	4	Ripley.....	28	14
Lefroy.....	31	20	Rockton.....	24	18
Lion's Head.....	8	6	Rockwood.....	38	28
Little Current.....	8	4	Rodney.....	19	14
Little Britain.....	15	9	Rosemont.....	12	8
London East.....	153	103	Roseneath.....	9	4
Lucknow.....	35	27	Russell.....	26	12
Magnetawan.....	8	5	St. George.....	25	15
Manitowaning.....	16	3	St. Helen's.....	21	12
Manotick.....	26	15	Sandwich.....	96	24
Markdale.....	49	23	Schomberg.....	29	22
Marmora.....	30	21	Selkirk.....	33	22
Marksville.....	..	..	Sharbot Lake.....	46	30
Marsville.....	14	5	Shelburne.....	60	32
Massey Station.....	16	6	Solina.....	24	20
Mattawa.....	21	15	Southampton.....	14	13
Maxville.....	63	34	South Indian.....	24	12
Merivale.....	14	5	South Mountain.....	25	11
Merlin.....	60	37	Sparta.....	22	9
Merrickville.....	23	8	Spencerville.....	28	12
Metcalfe.....	27	14	Springfield.....	24	11
Mildmay.....	26	11	Stayner.....	48	36
Millbrook.....	40	22	Stoney Creek.....	42	30
Milton.....	77	45	Strabane.....	27	16
Milverton.....	64	31	Stittsville.....	18	7
Minden.....	22	7	Sturgeon Falls.....	40	22
Moorefield.....	18	12	Sudbury.....	33	23
Mount Albert.....	14	10	Sutton West.....	40	19
Mount Hope.....	30	16	Tamworth.....	59	29
Mount Pleasant.....	25	11	Tara.....	27	12
Mountain Station.....	15	8	Tavistock.....	32	13
Neustadt.....	12	7	Taylorville.....	..	..
Newboro'.....	29	16	Teeswater.....	31	22
New Hamburg.....	18	17	Thamesford.....	20	17
North Augusta.....	9	8	Thamesville.....	61	47
North Gower.....	22	12	Thedford.....	21	14
North Lancaster.....	30	10	Thessalon.....	19	11
Norwich.....	33	15	Thornbury.....	39	21
Oakwood.....	16	12	Thorndale.....	35	21
Oil Springs.....	43	27	Tilbury.....	50	40
Orono.....	16	11	Tiverton.....	37	19
Osgoode Station.....	6	4	Toronto (De La Salle Inst.)	117	76
Ottawa, East.....	5	2	Tottenham.....	48	29
Ottawa, South.....	29	20	Tweed.....	35	23
Otterville.....	14	11	Uppergrove.....	39	26
Paisley.....	44	28	Varna.....	24	17
Pakenham.....	16	8	Vernon.....	12	4
			Wallaceburg.....	57	47
			Warkworth.....	36	26

ENTRANCE EXAMINATION.—*Concluded.*

<i>Other Places.—Concluded.</i>		Examined. Passed.	
Waubauskene	47	18	
Webbwood	18	9	
Wellandport	14	7	
Wellington	24	15	
West Lorne	29	22	
West Osgoode	6	4	
Westport Separate School	36	20	
White River	9	4	
Wheatley	19	17	
Wilkesport	29	15	
Winchester	91	36	
Wolfe Island	40	24	
Woodbridge	22	10	
Woodville	24	8	
Wooler	31	12	

Wroxeter	14	12
Wyoming	28	17
Zephyr	20	12
Zurich	30	15
Totals	8,197	4,797

<i>Summary.</i>			
Collegiate Institutes	7,211	5,066	
High Schools	6,302	3,956	
Other Places	8,197	4,797	
Grand Totals, 1906	21,710	13,819	

<i>Comparison with June, 1905.</i>			
Increases	1,415	388	

END OF PART I.

REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1906

PART II

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

Printed by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1907

WARWICK BROS & RUTTER, Limited, Printers,
TORONTO.

TABLE OF CONTENTS.

PART II.

	PAGE.
APPENDIX O.—REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION	513
APPENDIX P.—STATISTICS OF COUNTY MODEL SCHOOLS, 1906	572
APPENDIX Q.—PROVINCIAL NORMAL AND MODEL SCHOOLS; ONTARIO NORMAL COLLEGE.	
I. Provincial Normal and Model Schools, Toronto:	
1. Staff of Toronto Normal School, students admitted.....	576
2. Staff of Provincial Model School, Toronto; number of pupils...	576
II. Provincial Normal and Model Schools, Ottawa:	
1. Staff of Ottawa Normal School; students admitted	577
2. Staff of Provincial Model School, Ottawa; number of pupils ...	577
III. Provincial Normal School, London:	
Staff; students admitted	577
IV. Ontario Normal College:	
Staff	578
Students admitted	578
APPENDIX R.—HIGH SCHOOL CADET CORPS, 1906	579
APPENDIX S.—SUPERANNUATED TEACHERS, 1906.	
1. Allowances granted during 1906	580
2. Summary for years 1882-1906	580
APPENDIX T.—LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT, 1906, ETC.	
1. Public School Inspectors' Certificates	581
2. High School Principals and Specialists	581
3. High School Assistants and Specialists	581
4. Summary of Public School Teachers' Certificates	582
5. First Class Certificates	582
6. Second Class Certificates	583
7. Kindergarten Directors	585
8. Certificates in Household Science	585
9. Certificates in Manual Training	585
10. Permanent Third Class and Public School Temporary Cer-	
tificates	586
11. Professional Examinations	586

	PAGE.
APPENDIX U.—MEMBERS OF THE ADVISORY COUNCIL, AND BOARDS OF EXAMINERS; LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS:	
I. Members of The Advisory Council of Education, 1906-1907	587
II. Boards of Examiners, 1907	587
III. Associate Examiners, 1906	588
IV. Principals and Assistants of Collegiate Institutes and High Schools, January, 1907	590
APPENDIX V.—REPORT OF THE INSPECTOR OF CONTINUATION CLASSES	616
APPENDIX W.—THE SCHOOLS OF MASSACHUSETTS AND NEW YORK STATES. REPORT OF INSPECTOR MILLS OF NORTH SIMCOE.....	658



THE LATE W. H. JENKINS, B. A.

Registrar of the Education Department, 1902—1907.

The Report of the Minister of Education for 1905 recorded the death of one who had been for many years closely identified with Educational work in the Province of Ontario, the late Deputy Minister, Mr. John Millar. This year another official, whose period of service had not been so long as Mr. Millar's, but whose work was ever highly appreciated, has been called to his reward, namely, Mr. William H. Jenkins, B. A., the Registrar of the Department, who died at his home in Madoc on the 25th of March, after a long illness borne with great fortitude, patience and cheerfulness.

Mr. Jenkins, the son of Wm. Jenkins, Esq., and grandson of the Rev. W. Jenkins, one of the pioneer ministers of the Presbyterian Church in Canada, was born in 1862 in the County of York, but when he was eight years of age his parents moved to Madoc. His early education was received in the public school of that town, then under the principalship of Mr. Geo. B. Kirk, and from this school he graduated with a second class certificate. He taught for four years in S. S. No. 10, Huntingdon, and afterwards spent six months in Hamilton Collegiate Institute. In the year 1885 he entered the University of Toronto, then attended the Ottawa Normal School, taught again for a short time and graduated in 1890 with First Class

Honours in Natural Science, and the Cawthorne Medal. In the same year he was appointed Science Master of Owen Sound Collegiate Institute, and three years later was appointed Principal, a position which he held for nine years. Under his management the Institute gained a foremost place among the secondary schools of Ontario. In 1902 he was chosen to succeed Dr. Pakenham as Registrar of the Education Department, an office of great responsibility, in which he showed not only his scholastic standing, but also a knowledge of men and affairs as well as much judgment, tact and administrative ability.

Mr. Jenkins' career was in all its stages most creditable, honourable and inspiring. Among High School teachers he was recognized as one of the most progressive and efficient. As a teacher of Science he had few equals, and he possessed in a marked degree the rare power of developing in his students a love of learning and of work. His work in the Department, which was much more varied, important and far-reaching in its character and influence than the title of his office would indicate, won for him the admiration and confidence of his official superiors, his colleagues, and all who were acquainted with it.

A man of high ideals, of remarkably alert and clear mind, of attractive personality and unsullied character, he was respected by all who knew him, and held in affectionate esteem by those who knew him intimately. A great author has said that "the best evidence of a man's fitness for any higher calling is the living up to his possibilities in that situation where he is, without regard to where he might better like to be." Few men more fully recognize the truth and wisdom of this statement and more quietly, cheerfully and courageously live up to it, than did Mr. Jenkins. In all the relations of life, as official, friend, son, husband and father he was *true*, and of him it might well be said,

"His life was gentle, and the elements
So mixed in him that Nature might stand up
And say to all the world, 'This was a man'."

Mr. Jenkins married Miss F. Tuller, of Madoc. His wife and two sons, as well as his aged father, survive him.



33a E.

REPORT

OF THE

MINISTER OF EDUCATION

For the Year 1906

PART II.

APPENDIX O.—REPORT OF INSPECTOR OF TECHNICAL EDUCATION.

HON. R. A. PYNE, M.D., M.P.P., LL.D.,
Minister of Education,
Education Department, Toronto.

SIR,—I have the honour to submit herewith my Sixth Annual Report on Manual Training, Household Science, Art Instruction and Technical Education as carried on in the schools of the Province during the year ending December 31st, 1906.

In response to many requests for information on these subjects, from various educational authorities, a series of illustrated lectures was organized and delivered during the first four months of the year. Photographs of schools, work and equipments, illustrating technical and industrial work from the kindergarten to those monuments of adaptability and organization—the Technical High Schools of Germany,—were obtained from England, France, Germany, Sweden, Ontario, United States and Japan and from these, lantern slides were made.

Lectures were given in the following, amongst other places: Newmarket, Bradford, Collingwood, Meaford, Barrie, Orillia, Gravenhurst, North Bay, Hamilton, Dundas, Paris, Galt, Woodstock, London, Ingersoll, Toronto, St. Thomas, Glencoe, Petrolea, Alvinston, Parkhill, St. Mary's, Mitchell, Seaforth, Sarnia, Windsor, Essex, Mount Forest, Orangeville, Owen Sound, Almonte, Arnprior, Belleville, Norwood, Oshawa, Lindsay, and Ottawa. They were with one or two exceptions largely attended and hearty appreciation was invariably expressed of the efforts being made by the Education Department to afford information on these newer developments of educational effort. A discussion generally followed each lecture, many questions being asked and answered. The pictures shown were a revelation to the majority of our people of the efforts other countries are making to educate for industrial, commercial and professional occupations. One of the main points insisted upon was that the benefits of Technical Education could not be secured without the expenditure of a sufficient amount of money on properly qualified teachers, suitable buildings and efficient equipment, and a general willingness was expressed that this money should be spent. The applications for these lectures were far greater than could possibly be granted during the year and some of them had to be postponed till 1907, when I shall be able to visit places that had to be omitted.

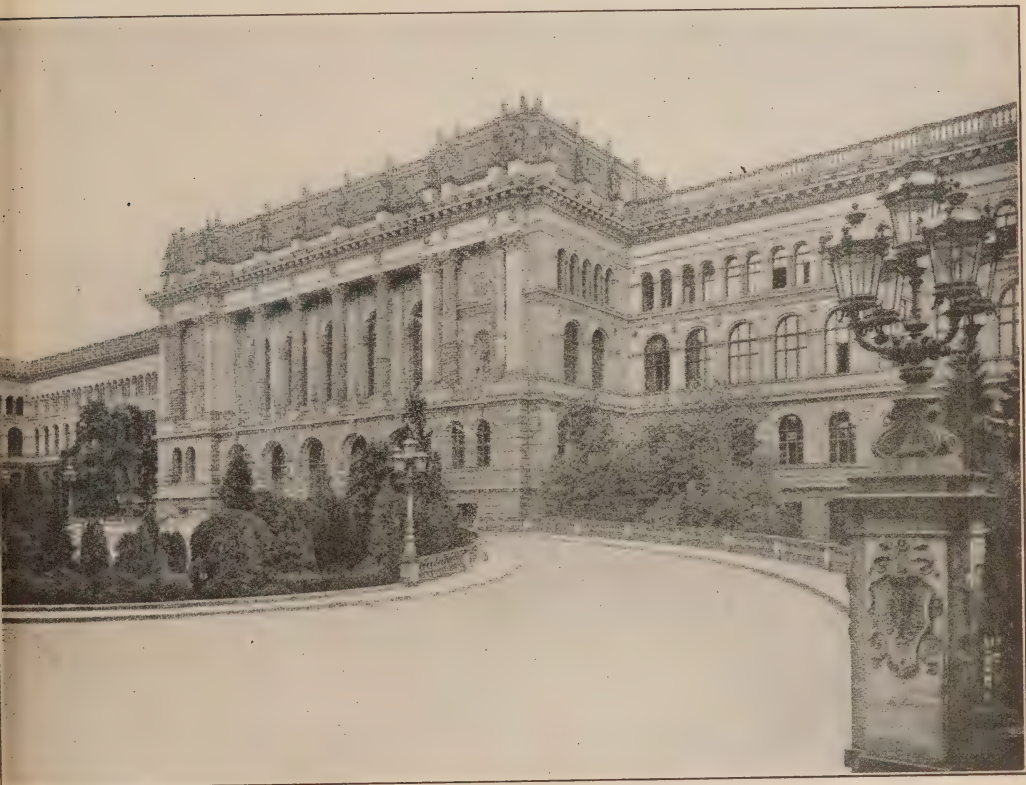
The method of showing what other countries and other parts of our own Province are doing proved remarkably successful. A good photograph is far more eloquent and convincing than mere description, however vivid and detailed. The field for the use of lantern slides in this and other branches of an educational campaign is illimitable. The work of an Education Depart-



Lacquer Ware Laboratory, Tokyo Higher Technical School.

ment should not be, and can not be, restricted to educating the children. The parents and the people need information regarding the work and aims of the Department. An up-to-date business house spares no pains in order to acquaint the people with its products, and I fail to see that it is not the business of the Education Department to keep the public acquainted with the newer developments of educational thought and progress. Ontario possesses

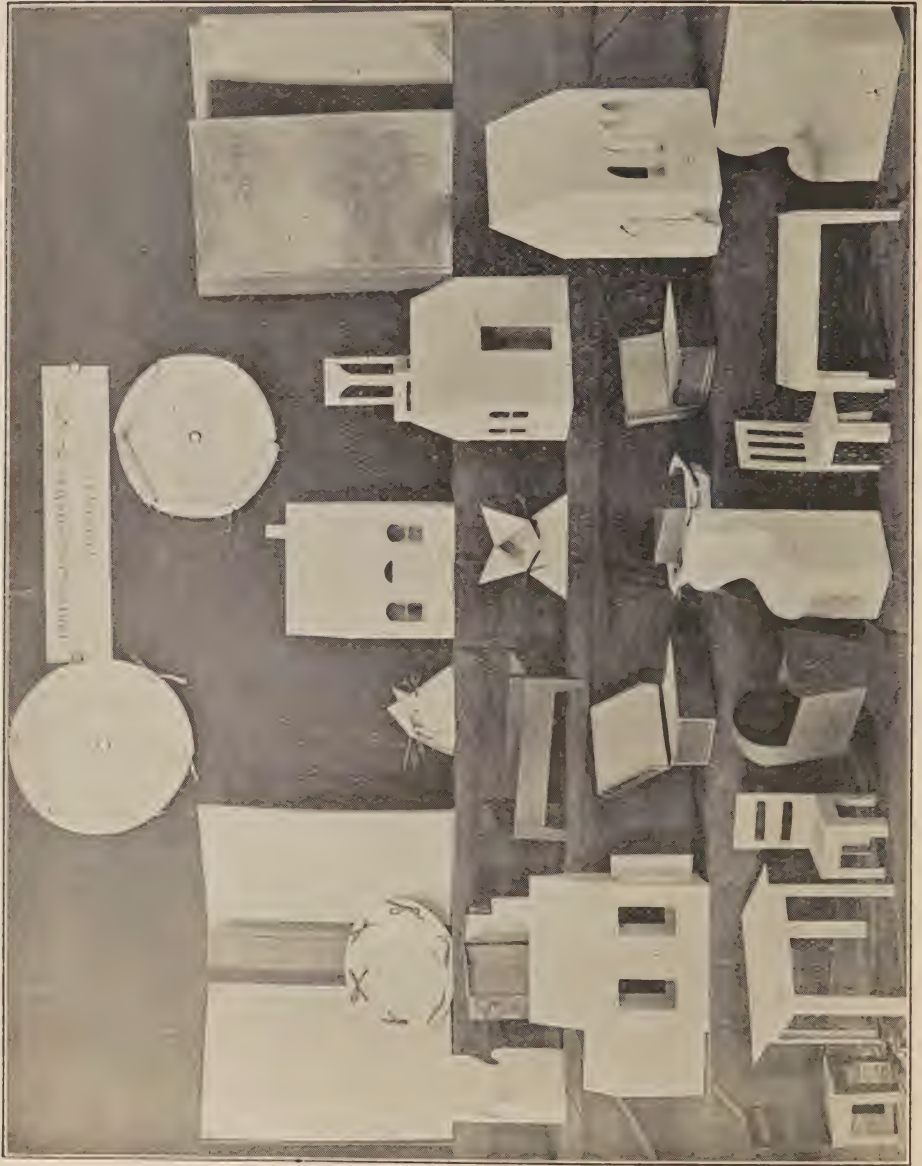
a people second to none in foresight and intelligence, and when it is once shown that the changes proposed and introduced mean progress, all opposition ceases and opponents become advocates. No more effective means of giving this information could possibly be devised than the method of "instruction by pictorial or graphic reproduction." The New York State Education Department has probably made more effective use of this method than any other authority. About one year ago the Commissioner of Education organized the "Division of Visual Instruction," unifying under one head the work previously carried on by the American Museum of Natural History and the University of the State of New York. Under the regulations now framed a



Technical High School, Charlottenburg, Germany.

vast number of illustrations are open to all schools, institutions, and organizations in the State at virtually no cost whatever, the only restrictions in their use being that these slides must neither be used for other than educational purposes, nor upon any occasion at which an admission fee is charged or a collection of any kind taken. The State is now in possession of nearly 24,000 negatives, including re-productions of natural scenery, historic places, famous buildings, manners and customs of peoples, physical phenomena, etc., comprising probably the finest collection of negatives extant and undoubtedly the only collection used exclusively for educational lectures. In the City of New York, 6,000 free lectures are being given during the winter and the great majority of them are illustrated by lantern slides.

There should be established in connection with the Department a collection of lantern slides, illustrating educational work of every description. These should be divided into sets, each accompanied by an explanatory pam-



Work in paper and cardboard suitable for primary grades, done by students of Toronto Normal School.

phlet and these sets circulated under certain conditions throughout the Province. Many Collegiate Institutes possess a lantern which could be used and an assembly hall quite suitable for the purpose of these public lectures.

CONSTRUCTIVE WORK.

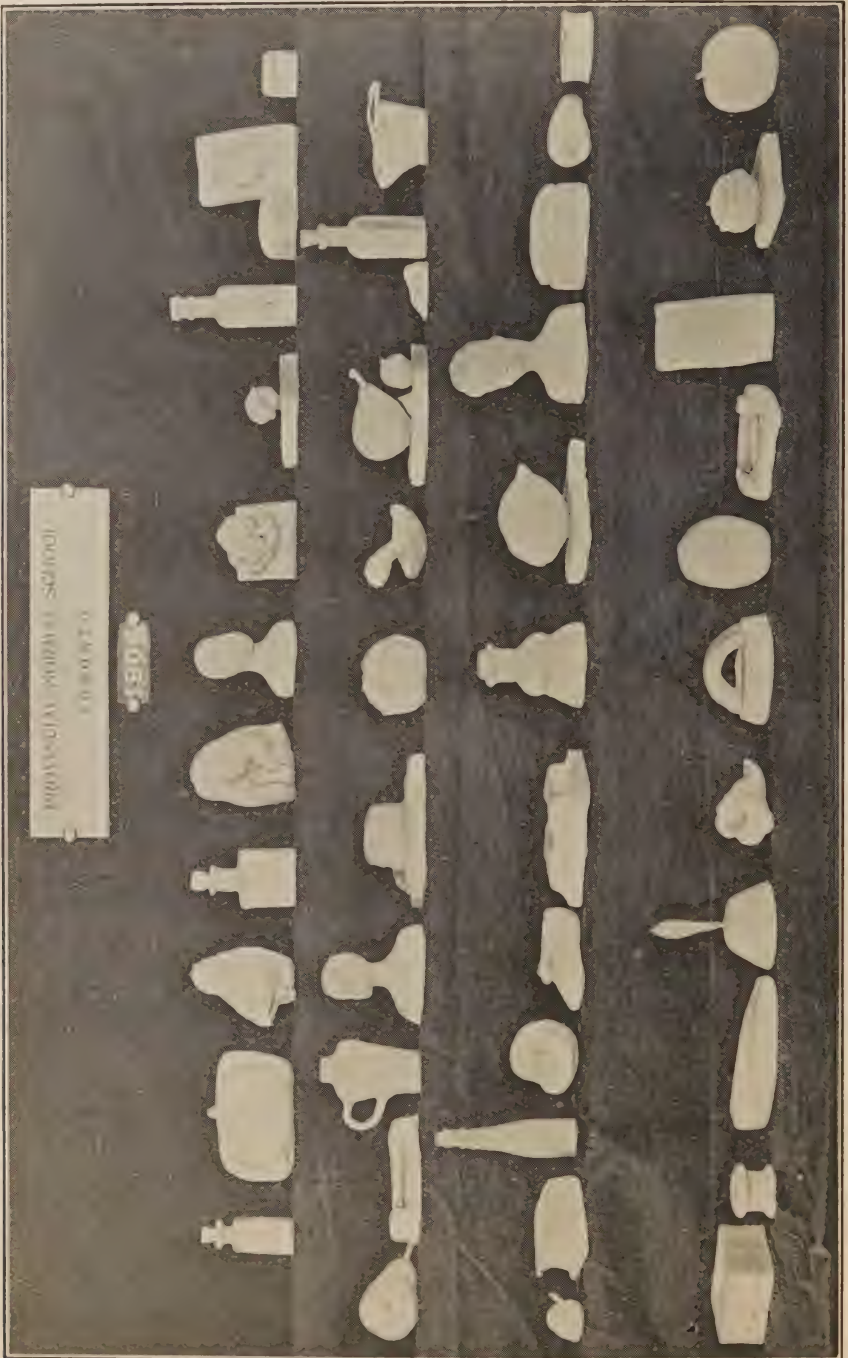
The constructive work being done in the primary grades is rapidly growing in usefulness and popularity, as its aims and objects are being understood by the parents, and its scope appreciated by the teacher. Trustees are becoming more willing to vote the small sums necessary to carry it on, and wherever introduced with moderation and tact much good is accomplished. The help that constructive work can be made to the other subjects in the curriculum is, however, not yet fully understood. It is too often looked upon as an entirely new subject having no relation to others, and when introduced in this spirit, though perhaps some good is accomplished, probably the time could be better spent.

Every student now leaving the Normal Schools is well prepared to carry on this elementary manual training, having had a brief but thorough training in the use of simple tools and materials. Our Normal Schools are well equipped for carrying on work of this kind, but I sometimes fear that the excellence of the equipment provided acts, in some cases, as a deterrent rather than as a stimulus. I am continually meeting teachers who hesitate to introduce this work on the grounds that the material is not to be easily obtained, and that the equipment is too expensive for the ordinary school.

It is not always the teacher with the most elaborate equipment, and the most generous supply of material that accomplishes the best work. The art of makeshift is a useful study, and the resourceful teacher who is constantly on the look out for ways and means, and material is rarely at a loss.

One teacher who found it difficult to obtain just what she required, begged a number of wall paper sample books, and from these her pupils made an excellent series of useful and instructive objects. Another teacher did the same from the covers of old copy and exercise books. These instances which could be multiplied are simply mentioned to show that inability to obtain the usual material employed need be no barrier to the introduction of constructive work. Work of this character, in the first three grades, is usually under the control of the regular teacher, and is carried on in the ordinary class room at a very slight expense. It usually assumes some form of modelling in clay, construction in paper and cardboard, sewing and weaving with various materials, whittling in thin wood, or work in bent iron. No figures are yet available as to the cost of this work in Ontario, but in many places in the United States the cost does not exceed two cents per pupil per year. The work at the present time is very varied in character, depending largely on the capacity, sympathy and ingenuity of the teacher. Clay Modelling is a form of Manual Training that may be carried on in all schools. The material is cheap and abundant, and its possibilities for expression are almost endless. Various substitutes have been used for clay, but most of them have serious disadvantages. The following quotation from the instructions issued by the Manual Training Department of the elementary public Schools of Chicago, may be of use and interest to some of our teachers. "Paper pulp is a substance which any one can easily make and use in place of clay, sand, putty or plaster of Paris for making relief maps, and for modelling. The material costs nothing, and is so clean and pleasant to work, it is a wonder that paper pulp has not been more generally applied in constructive work. To make pulp or papier-mache tear any waste paper (newspaper or writing paper will do) into pieces not more than one inch square. Fill a bucket with these bits of paper and pour over them about a gallon of boiling water. Let the paper soak for five or six hours, and then drain off the excess water. If now the mass of wet paper be worked vigor-

ously with a stick churning it, and thus tearing the bits of paper very fine, you will have at the end of a few minutes an excellent quality of paper pulp."



Models, in clay made by the students of Toronto Normal School.

Clay can be purchased, or better still it may be gathered and prepared by teacher and pupils at no cost, and small trouble. The material lies practically at the door of every country school. Choose a place where the sub-soil can easily be dug, and unless this be sand or gravel, something can be got from it. A good supply should be dug in dry summer weather, and spread in a shed to become perfectly dry. It should then be crushed with a hammer or rolling pin, and sifted through a fine sieve. A large barrel is now half filled with water, and the dry clay sprinkled into it, stirred up and allowed to settle. If a heavy sandy deposit is found in the barrel, the mass must be stirred once more, and after settling for a short time—three to five minutes—the water with clay in suspension is removed to another vessel, the sandy deposit being thrown away. If the clay on again settling still prove too sandy a second washing may be given with a longer settlement. Some earths will only yield a small quantity of plastic clay, but some may be procured everywhere. The washed clay is now in a liquid creamy condition. A complete subsidence must be allowed, and the clear water poured away. Exposed to sun and air, the clay will be gradually dried until it becomes of the proper consistency when it should be made up into balls, and

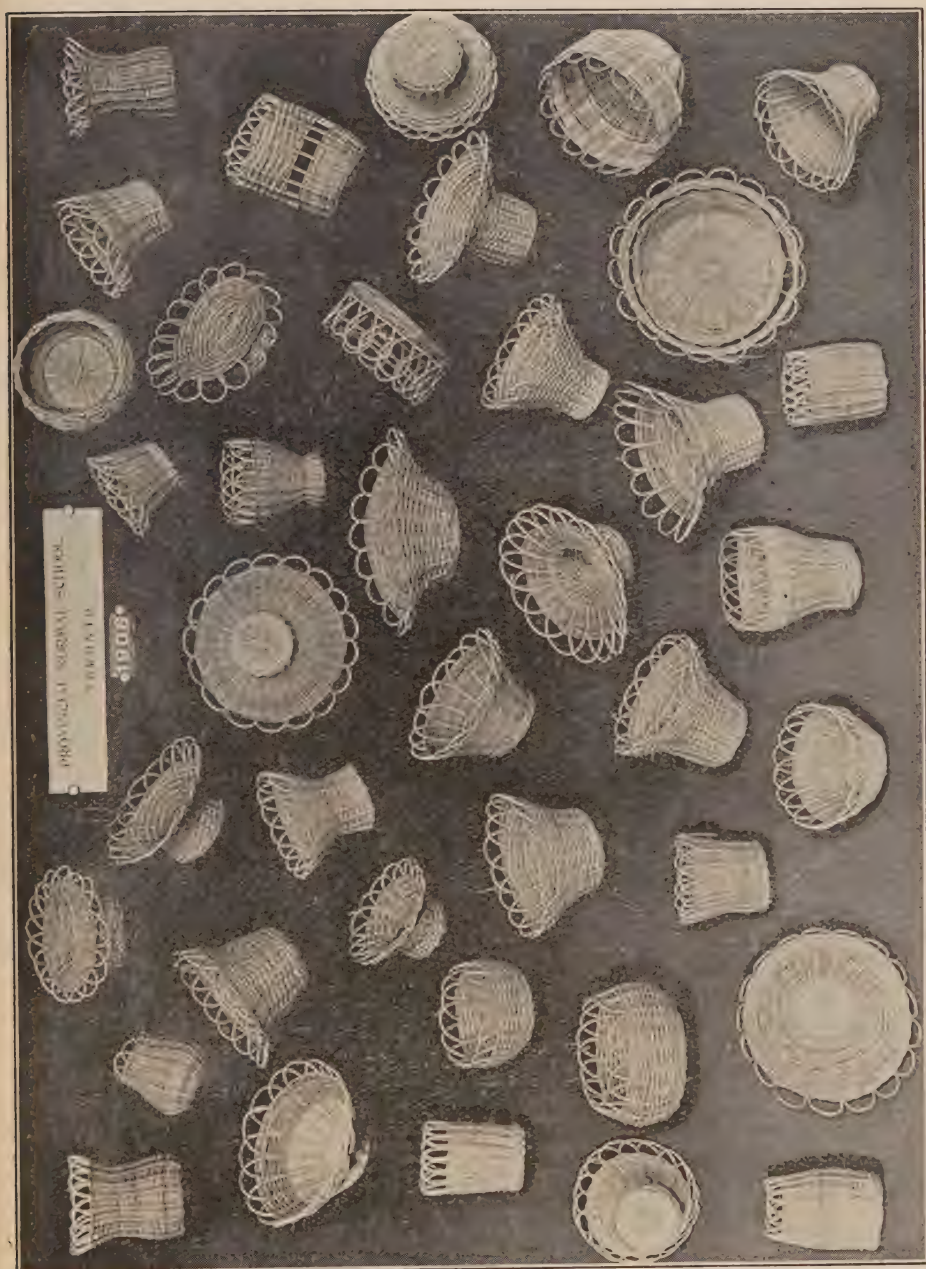


Model in clay made by student of Toronto Normal School.

stored for use. Clay improves by keeping, if it is not allowed to become dry. If too hard it should be dried out completely, and treated as new clay by being crushed and sifted. To keep the clay moist, place a few flat stones in a large tub or pickle jar, and add water to half the depth of the stones. On the stones, the clay is set so that it is in a moist atmosphere, but not in the water. The tub should be fitted with a good cover. The clay may also be kept in good condition by being kept covered with a damp cloth. The above plan of obtaining clay is recommended by Professor Charles Binns, Director of New York School of Clay Working and Ceramics.

The ordinary school room desk will serve every purpose of clay modelling, if the surface be protected. Slates (either roofing slates or the ordinary framed school slate), a piece of oilcloth, modelling boards, or even a piece of stout manilla paper may be made to serve this purpose. The only tool required is a simple modelling tool, and even this may be dispensed with in the earlier stages of the work. In the Primary grades, natural models, such as are easily obtainable in any district are best, as fruits, vegetables, flowers, leaves, shells, etc. Much of the modelling now done makes little use of objects, the models being more or less original, and imaginative on the part of the child.

Construction in cardboard is a natural development of the work in paper, and is closely related to it. This work generally consists of the mak-



Baskets made by students at Toronto Normal School.

ing of boxes, miniature furniture, miniature houses, frames, calendars, trays, portfolios, etc. A suggested equipment for a class of 30 pupils is as follows:—

30 pairs scissors at \$2.00 per dozen	\$5 00
30 compasses	3 00
30 rulers	30
3 punches	60
	<hr/>
	\$8 90

The large paper manufacturers will send samples of various tinted papers and light weight cardboard, suitable for this work, or if these cannot be obtained, any material at hand may be used as previously mentioned.

Weaving in various forms and materials, typical of primitive, textile and basketry processes is being introduced into some schools in the lower grades with great success and benefit. The most used materials are strips

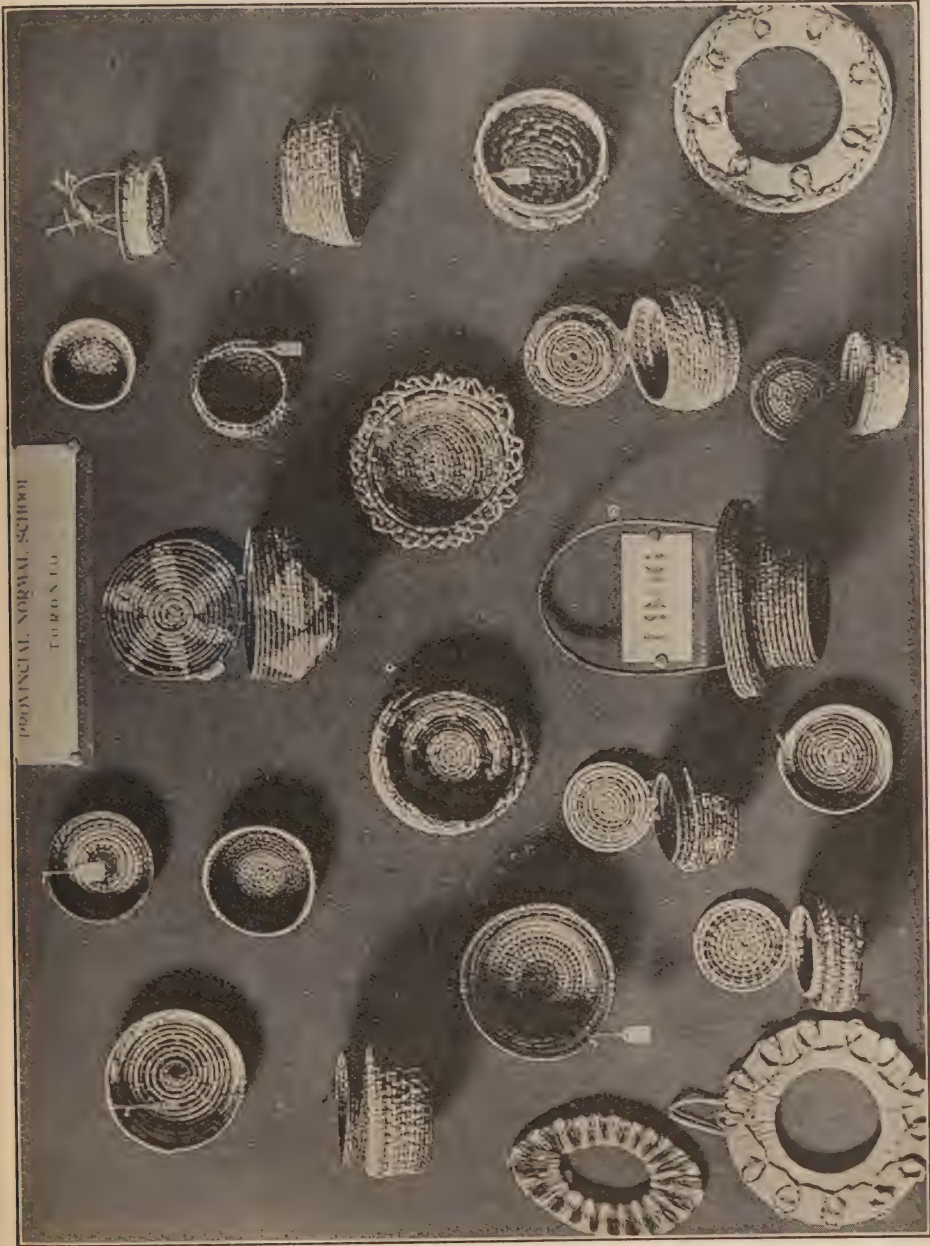


Baskets made by students at London Normal School.

of coloured paper, yarn, rags, raffia, grass, rushes and reeds. In one school in the Province, the children gather, dry and prepare their own rushes, afterwards weaving them into mats, etc.

In weaving with yarn, rags, etc., some form of simple loom is used. In its simplest form this may be merely a piece of cardboard with notches cut into either end to hold the warp threads, or it may be a small wooden frame with a row of brads at either end. These looms may be made either in the cardboard modelling lesson, or in the manual training room. The frame of a broken slate makes an excellent loom. Many varieties of looms are upon the market, but it is best to have them made by the children who are to use them. Many materials suitable for this occupation may be gathered in the fields and woods, such as the bull-rush, corn husks, the stem of the maiden hair fern, and numerous long grasses. The cost for sewing work, cord work, and basketry, in the Horace Mann School, New York,

varies from twenty to twenty-five cents per pupil per year. The possibilities of correlating this work with nature study are almost endless, particularly in the matter of dyeing. It is hard to accept the fact that the stains that come from the roots of the yellow dock, the bark of the alder, the foliage of the



Raffia baskets made by students at Toronto Normal School.

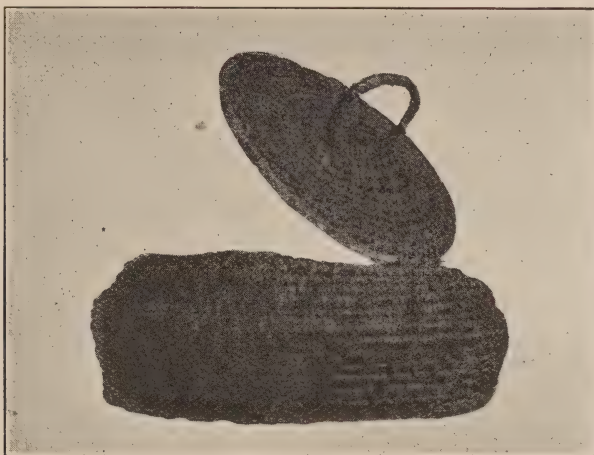
cedar, the fronds of the hay scented fern, and the petals of the St. John's wort are as truly vegetable dyes as those that give effect and charm to those masterpieces of colour—Persian rugs; that a bit of raffia, silk or wool can be as artistically coloured by a wayside weed in Canada as it can be in Per-

sia. The Persians have been wise enough to cling to their primitive ways of hand dyeing. Aniline dyes are not allowed in the country. At the MacDonald Institute, Guelph, some useful experiments have been conducted in



Hammock, hats, frames, cushions, baskets, etc., made from raffia by Toronto Normal School students.

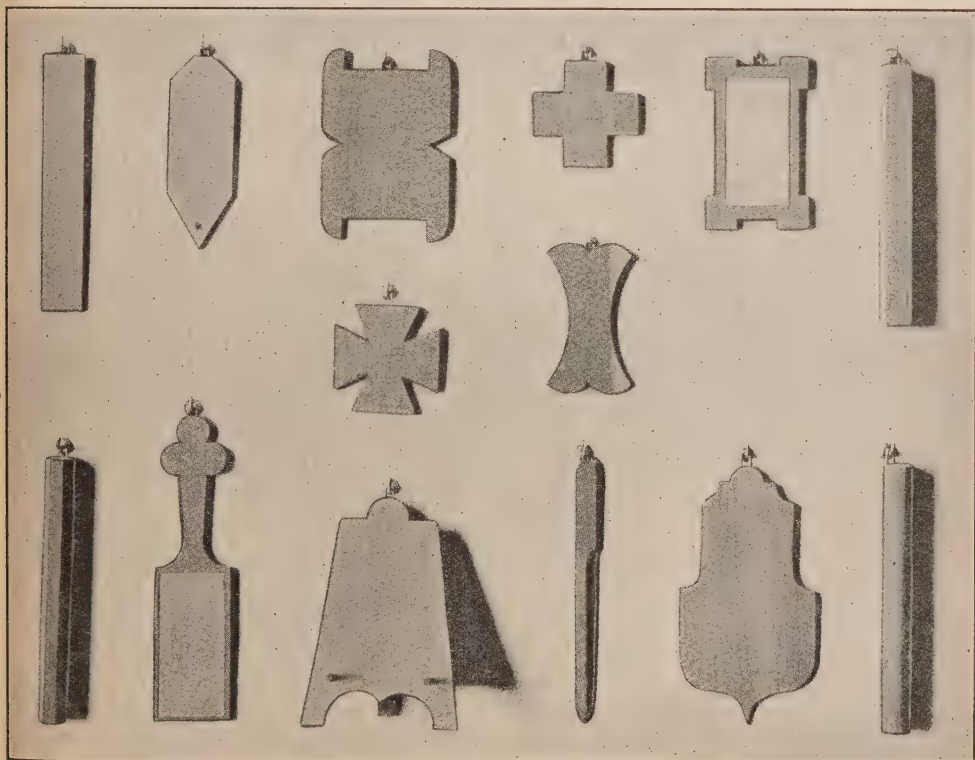
obtaining natural colours from various forms of vegetation, while at Teachers' College, Columbia University, the dyes used in basketry are largely home made. The average rural school is admirably situated for carrying on experiments of this nature.



Raffia Basket.

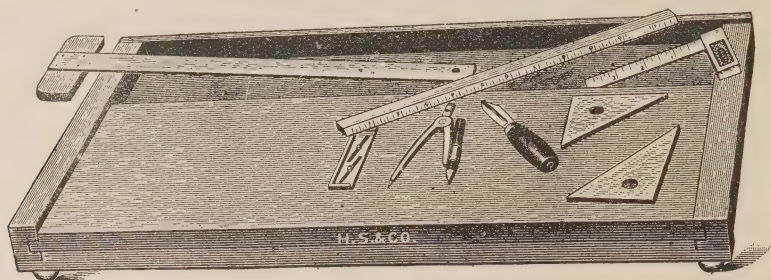
Whittling or Knife Work.

Another useful occupation for the primary grades, and directly leading to the more advanced work of the manual training room is that of whittling or knife work. This is done very effectively in many schools of the United States, but up to the present has not been introduced into Ontario. This,



Knife Work or Whittling Exercises.

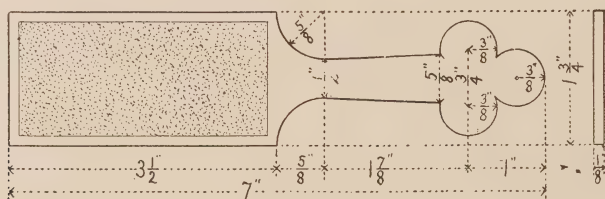
like the work in the materials previously mentioned, can be carried on in the ordinary class room with very few tools, and at little expense. A slab of hard wood or a special tray is provided to protect the desk top. In the primary schools of Denver, Colorado, each pupil is provided with knife, ruler, try square, pencil, eraser, triangle, and compasses, the whole set of excellent quality costing not more than ninety five cents.



Whittling Tray.

If the classes are arranged accordingly, the tools can be made to do duty for several persons, thus still further reducing the individual cost.

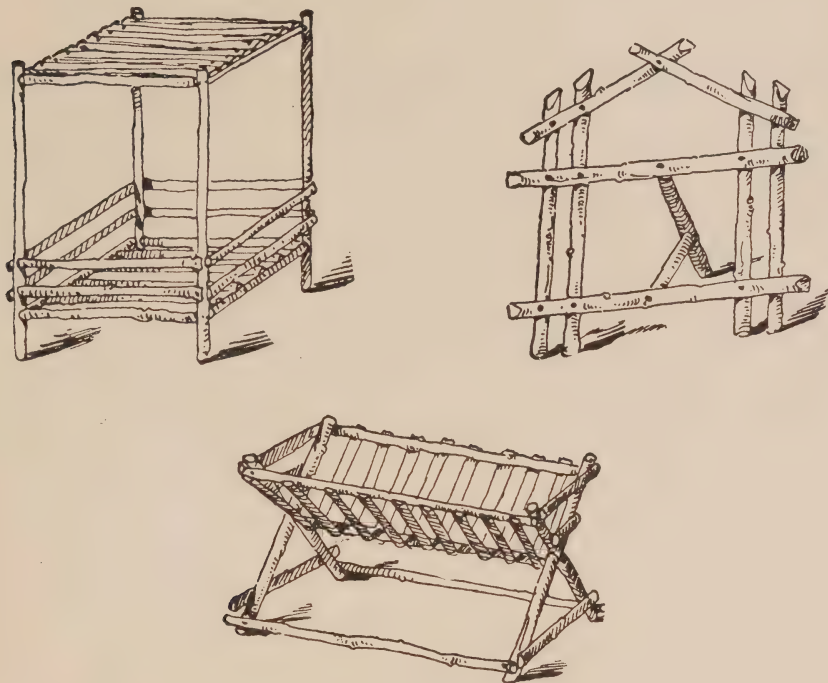
Each pupil prepares a working drawing, and thus obtains some elementary knowledge of mechanical drawing which is the foundation of all the mechanical arts and industries. The best woods to use for whittling are gum wood, basswood, poplar and pine in the order given. Any stout knife will answer, but the best is found to be a fixed single bladed knife. Wood adapted to the simple knife exercises of primary children may be obtained from soft pine dry goods boxes. The material offers abundant opportunity for making simple useful objects that appeal strongly to the interest of the boy or girl. A pencil sharpener interests a child because he can use it, and he learns something about the sandpaper which he glues upon it. A match striker claims his attention, because of its actual utility. The calendar back has a place chosen for it, where it will be always in full view. A picture frame proves full of interest, and great care is taken in its construction. A match-box always has a certain destination, which is usually decided upon before it is half completed.



Specimen Drawing.

Closely connected with this, and sometimes combined with it is work in natural wood, that is twigs just as they are taken from trees and shrubs. The willow, the alder, the hazel, the pine, and various fruit trees all yield suitable material. It is well at first to commence with the softest possible wood, and not to pass to the harder kinds until later, when the hands of the pupil have gained more skill. Twigs with a wide medullary sheath are not suitable for this work as they split easily, and brads do not get a firm grip

in them. The twigs cut from trees and shrubs in the late autumn should be gathered up, left for some time to dry, and then used. A course in this material is largely in use in the schools of Germany, particularly in Berlin and district.



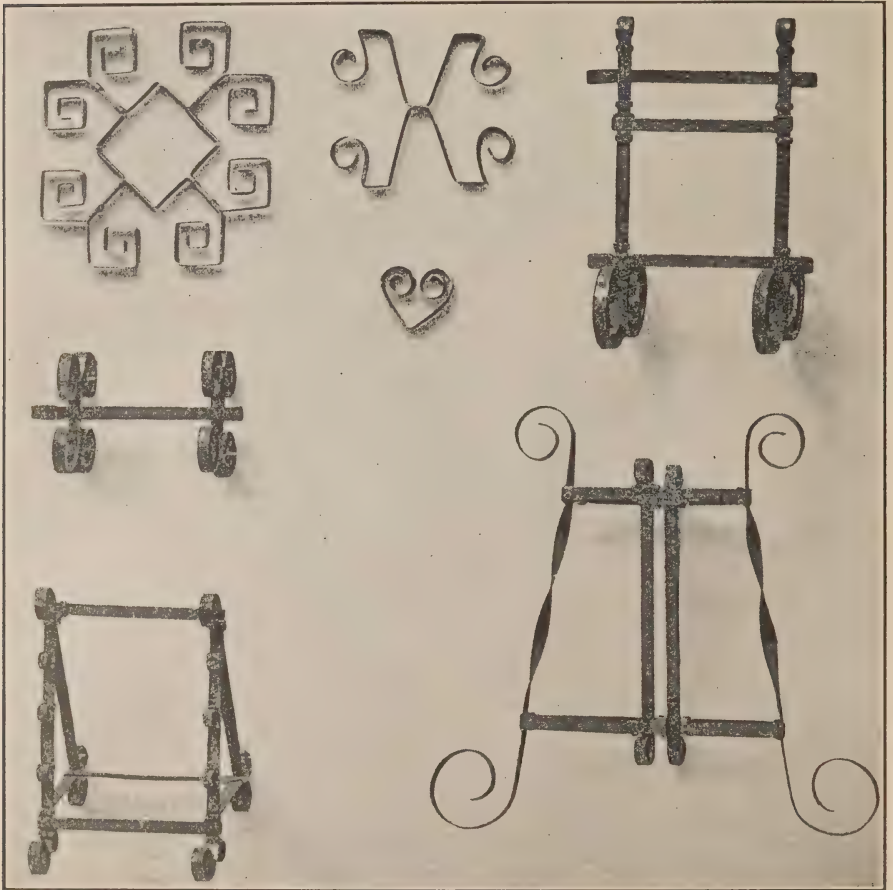
Specimens of Rustic Work.

Bent Iron Work.

Bent iron work is also largely practised in some schools in the United States, and may be carried on in the regular class room. The equipment for a class of thirty pupils need not cost more than \$16, while in the Horace Mann School, New York, the cost per pupil does not exceed twenty cents per pupil per year.

The following quotation from an article on "Venetian Iron Work in the School," by the Supervisor of Manual Training, Buffalo, New York, is suggestive of a method of using waste material in increasing the possibilities of "Venetian Iron Work." "The course adopted in the Buffalo Schools has been built up from fragments gathered from the store, the school, the kitchen, in fact from any place where the needs of the case seemed to indicate that an object made of iron or tin would serve a purpose satisfactorily. Teachers have brought ideas. Pupils have in their own experiences found places where the iron work was needed. . . . The teacher, who in a few simple models, teaches the fundamental operations, and then calls upon the observation and the inventive talents of the class will not lack suggestions from which she may build a course. Along with the iron, tin may be used as parts of various projects and of course glasses, jardinières and other receptacles will be brought from home, and will afford an opportunity for designing and making proper supports. Some of the most interesting exercises are

those in which the class takes an object, which has hitherto been considered useless, and by their hand work, create from it, a thing of beauty and usefulness. Broken goblets, baking powder cans, and covers have been reclaimed from the garbage barrel, and have emerged from the hands of our youthful workers as pansy glasses, flower pots or pin trays."



Bent Iron Work.

Various materials have been mentioned in which constructive work has been, and is being carried on in different schools, and the list has by no means been exhausted, but sufficient has been said to show that the resourceful inventive teacher need not be at a standstill for material in which she can find channels for the educational activity of her pupils. Some teachers prefer one material, and some another, and that should be chosen in which it is felt best work could be done. Space would not of course allow of full description of all processes, but any teacher or trustee desiring further information may obtain it on application to myself at the Education Department.

MANUAL TRAINING.

Fully equipped manual training centres are now in active operation in the following towns and cities: Public School, Guelph; Consolidated School, Guelph; Berlin; Normal Schools, Ottawa, Toronto, London; Normal College, Hamilton; Bolton Street, Cambridge Street, Cartier Street, Elgin Street,

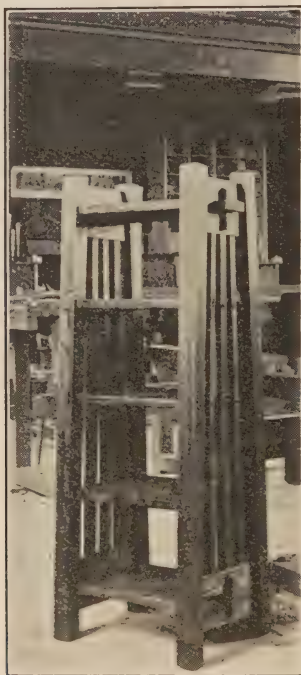


Manual Training Room, Consolidated School, Guelph.

First Avenue, George Street, Glashan School, Slater Street, Wellington Street, Ottawa; Wellesley School, Givens Street School, Lansdowne School, Dufferin School, Queen Alexandra School, Broadview Boys' Institute, Toronto; Cobourg, Kingston, Brockville, Stratford, Ingersoll, Brantford, St.

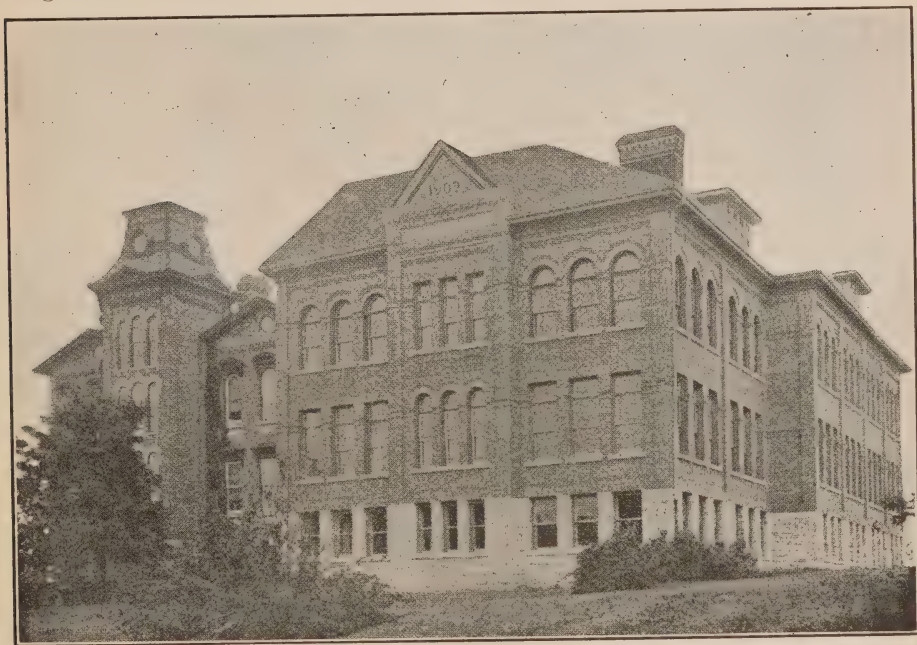


London Public School Work.



Ingersoll Collegiate Institute Work.

Thomas, Alvinston, Cornwall, Woodstock, Hamilton School of Art, Essex, Renfrew, Macdonald Institute Guelph. Early in 1907 it is expected that such departments will be running in Galt, Owen Sound, Cobourg Public Schools, Rideau Street, Ottawa, Creight Street, Ottawa, and Sault Ste. Marie. Each centre is liberally aided by Government grants and in the majority of them very good work is being done. The equipment for woodwork usually consists of from twenty to twenty-five single benches, each supplied with the necessary tools for individual use, while in addition tools for general use are supplied and kept in convenient racks. In a number of cases the rooms are attractively decorated with models, specimens of timber, charts of trees, etc., all relating to the work carried on. In one or two instances enough attention is not being paid to the appearance of the room. The surroundings in which a boy works have unconsciously a great influence on his character and the quality of the work accomplished. A manual training room should not be regarded as a general lumber room in which to store objects that are thought to be unsightly in the ordinary class room.



Berlin Collegiate and Technical Institute.

Undoubtedly the best plan in introducing this work is to have it carried on in a separate building distinct from but communicating with the school. This plan has, however, chiefly owing to financial conditions, not been generally followed. Stratford, Brantford and Berlin have erected special buildings which are proving all too small for the growing requirements of the work. Brockville has adapted an old school building which is proving eminently suitable. Ingersoll has hired rooms away from the school, but in every other instance an ordinary school class room has been adapted, and though this plan has some disadvantages it is serving very well. A common practice in the new public school buildings in New York City where only one room is devoted to bench work, is to place the room at the top of the building. The size of the room is, of course, determined by the number of the benches to be installed. A space of thirty feet by forty feet will meet

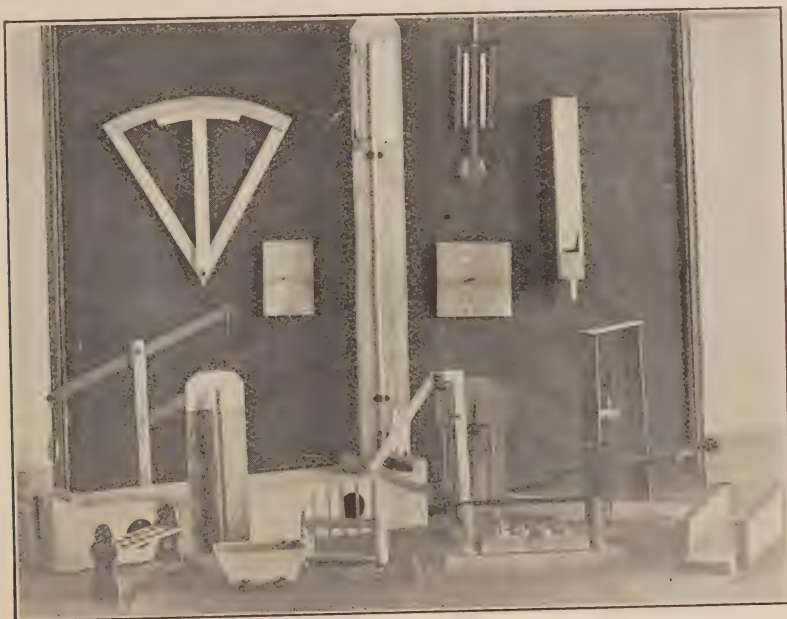


Set of Models made by London Normal students.



Work of boys and girls at Essex High School.

all the requirements for twenty-four benches. Abundant light is absolutely essential for work of this kind and for this reason a corner room is more desirable than one having windows on one side only. Where artificial light is necessary drop lights should be placed on the back left hand corner of each bench as well as elsewhere about the room. It is customary in the best equipped rooms in the United States to set aside a portion of the room for demonstration purposes. This is a practice which, owing to considerations of space, we have unfortunately not been able to follow. It is hoped, however, that as new rooms are erected specifically for manual training purposes provision will be made for this. This demonstration equipment generally consists of seats or benches for the number of pupils in the class, a work bench and set of tools for the teacher and a blackboard of ample dimensions. The seats should be arranged on a raised platform of two or three tiers so

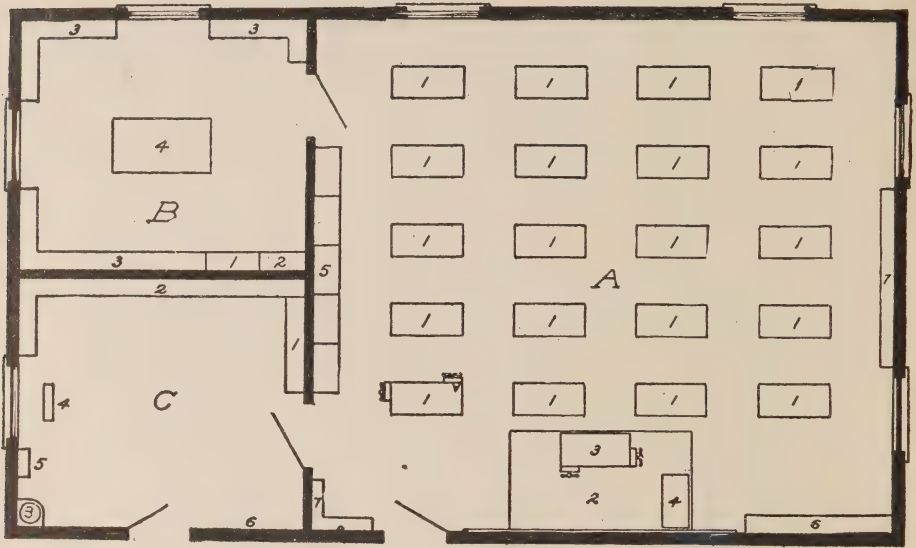


Physical apparatus made by London Normal students.

that each student may have an unobstructed view of the work being done on the teacher's bench. At this bench the teacher performs various operations and manipulations in giving instruction to the class. A departure from this method is seen at the Ethical Culture Schools, New York. For demonstration purposes a room connected with the workshop was taken and fitted up as an ordinary class room, but with the addition of a demonstration bench. A swinging blackboard is fitted into the wall separating the two rooms. When the class passes into the bench room the board is swung about a central pivot and the drawings serve as working drawings for the class at the benches. If necessary the demonstration room can be used as a regular class room.

The rooms being occupied in various parts of the Province are generally lacking in storage accommodation. Though not indispensable, a storage room about fifteen by eighteen feet is highly desirable. In this room can be stored various kinds and sizes of lumber in such manner that any piece required may be readily selected. Pigeon holes or cupboards should also be provided for storing cut up material, hardware and other purposes.

A teacher's room, say eight feet by ten feet, is also a great advantage furnished with desk and cupboards for storing drawings and blue prints, magazines, books, etc.



Suggested plan for Manual Training Room.

Room A. (32 ft. by 28 ft.)

1. Benches.
2. Platform.
3. Demonstration bench.
4. Desk.
5. Pigeon holes.
6. Closet for material.
7. Shelves for general tools.

Room B. (16 ft. by 13 ft. 9 in.)

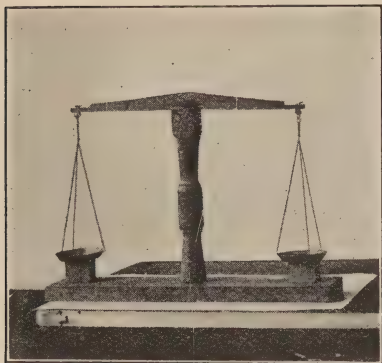
1. Teacher's wardrobe.

2. Bookcase.
3. Shelves with doors.
4. Table.

Room C. (16 ft. by 13 ft. 9 in.)

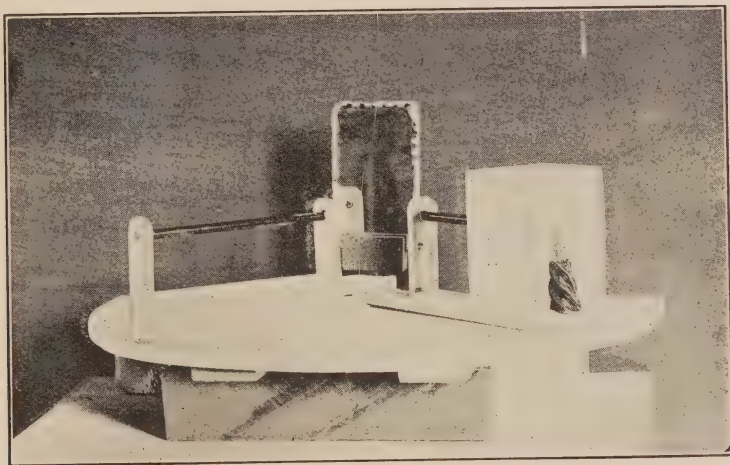
1. Cupboard for material.
2. Shelves for lumber.
3. Washstand.
4. Grindstone.
5. Shelf for oilstone.
6. Hooks for clothing.

After the room has been chosen the next most important part of the equipment is the benches. Many benches are on the market in the United States and one or two firms in Canada manufacture a bench. Unfortunately at present the benches we have had made in Canada (with the exception of those perhaps of one firm) have not stood the test of wear and tear nearly so well as the bench made across the border. Benches are made for one, two or four students, but the consensus of opinion is now almost unanimously in favour of the single bench. A bench fitted with two vises is preferable as there are many operations where the end or tail vise is of great assistance. Wooden or iron vises are employed and each kind possesses advantages. The iron vises are generally known as "quick action," that is, a quarter turn of the handle to the left permits of the jaws being set at any required opening and a return quarter turn clamps the work in place. The most essential feature in a work bench is rigidity. The cost of main-



Balance made by London Normal student.

tenance varies considerably, being largely dependent upon the cost of lumber. It should not exceed fifty cents per pupil per year. In the United States it varies from twenty-one cents in Los Angeles to \$2.35 in Chicago.

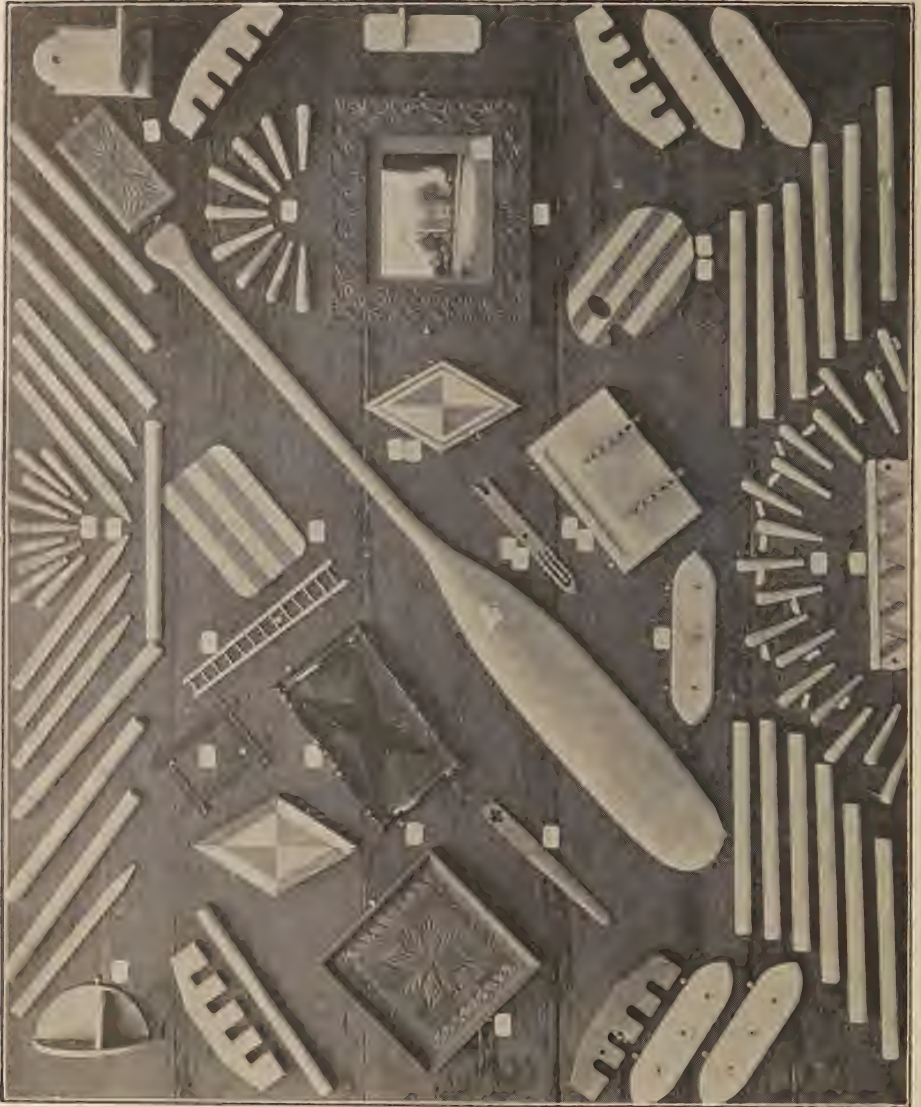


Apparatus for proving "The angle of incidence is equal to the angle of reflection." Made by student of London Normal School.



Nature Study apparatus made by students at London Normal School.

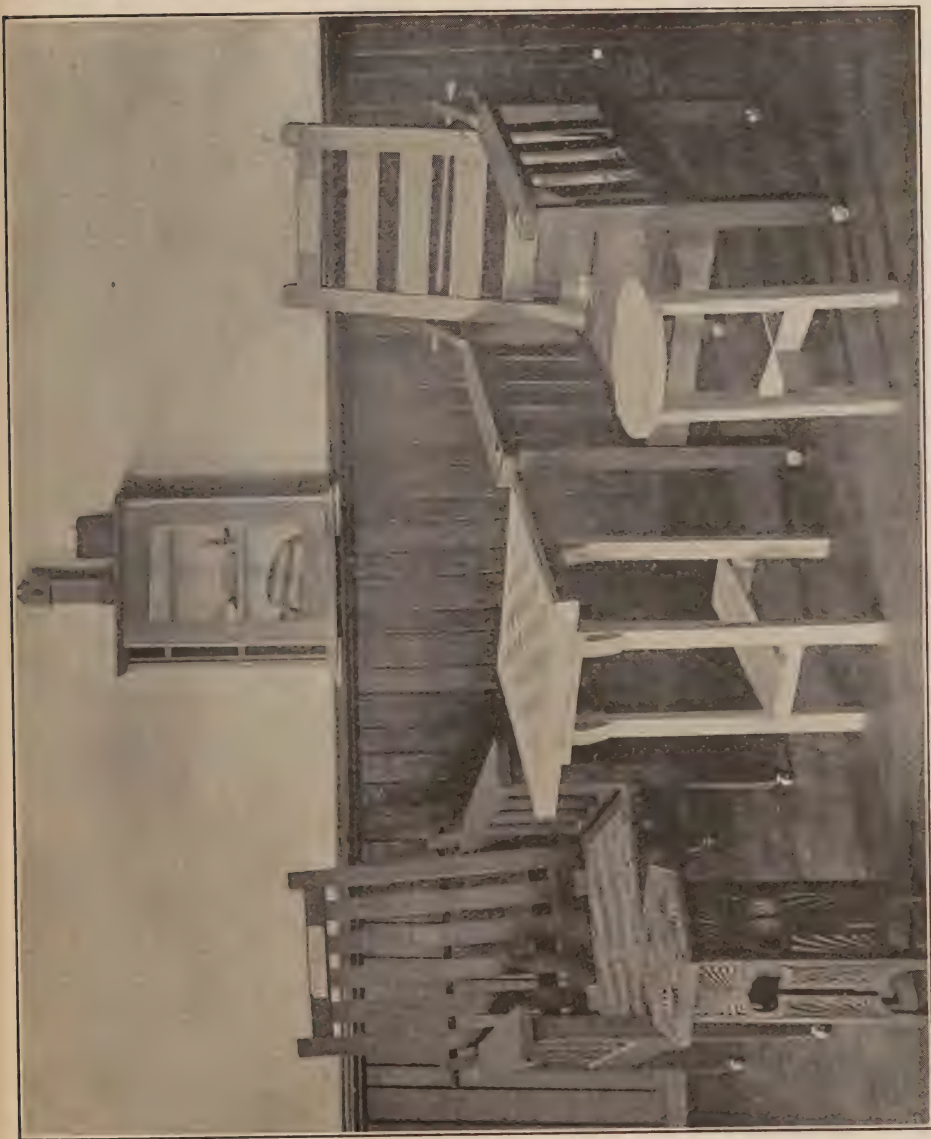
The average cost in twenty cities of the United States is sixty-seven cents per pupil per year. During the past three years the work has been gradually changing in character—developing from the rigid, self-contained course in one material to individual work which allows considerable freedom in size, design and execution. The two photographs next shown graphically illus-



Work of Toronto Public Schools, 1903.

trate this development. They represent the work of boys of the same age, from the same schools and under the same teacher. The method adopted in making the series of chairs shown in the second illustration is exceedingly interesting. It was felt in the first place that much of our manual training tended to selfishness, that is, the boy was engaged in making things for his own use and the idea of service for others hardly entered into his thoughts, and in the second place that the knack of getting along with his fellows and working harmoniously with them, upon which the success of

he modern workman so largely depends, was not receiving the attention its importance warranted. Mr. A. J. Rostance, the teacher of the boys in question, chose ten classes out of the fifteen attending his centre and discussed the matter with them. Each class chose its own foreman and decided to make a "Morris" chair to be presented to the Principal of the school from which the class came, for the use of the school. Plans were discussed, the



Work of Toronto Public Schools, 1906.

drawings made and the wood bought. Different parts were allotted to different boys and when completed, assembled and built into the finished chairs. Too high praise cannot be given to efforts and experiments of this character. In other places, notably Brockville and Cornwall, a great deal of work has been done and sold, the proceeds going to the benefit of the local hospitals, which have thus benefited considerably.

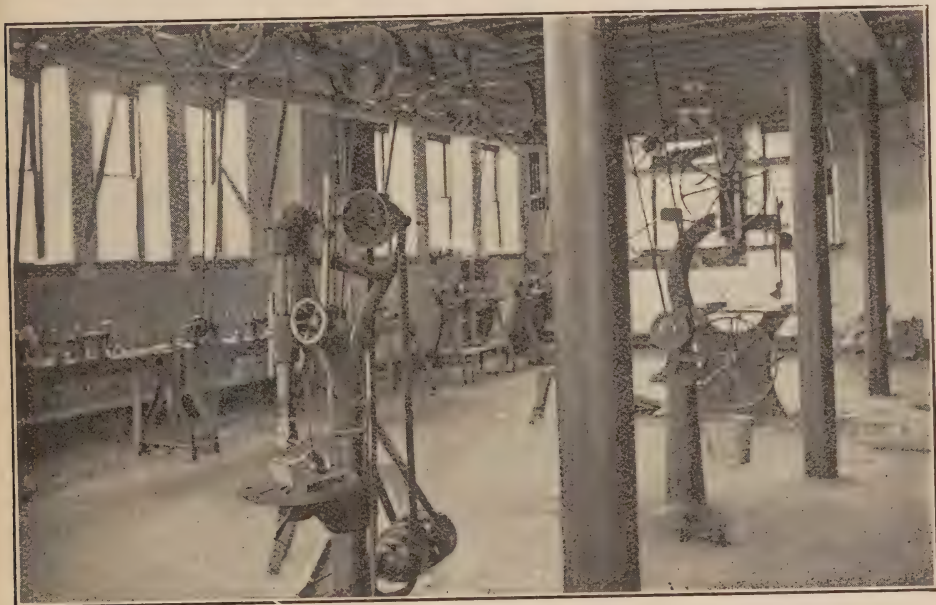
In the extension of free work of this character we must guard against several dangers. Drawing must not be neglected, as this is at the basis of all our industries. The boy must be taught how to do things that are distasteful as well as those that are agreeable. There is not a man living who has not at some time or other to do disagreeable things. Athletics does not consist always in striving to win. Knowing how to lose is perhaps even more important.



Work of boys and girls at Essex High School.

One authority in the United States says: "The boy makes what he wishes to make and what he does not wish to make is left unmade." We cannot all go as far as this. Life is not all sweet, it is mixed with the bitter, and the sooner the boy learns to take the bitter with the sweet the greater will be his happiness and the broader will be the service he can render to the society in which he lives. The essential tool operations must not be neglected. The boy must be taught how to use tools correctly, and in their proper order, so that if he should enter any industrial occupation where their use is required he will have nothing to unlearn. Correct workshop methods must be adopted throughout and the relationship that one tool bears to another should not be forgotten. In referring to work of this character, Professor Woodward, of the St. Louis University Manual Training School, says: "It is impossible to take notice of all the vagaries into which enthusiastic teachers have been led by the notion that manual training is but the natural expression of what is already in the mind of the pupil, but the reader should reflect that there is a science of education, actual or potential, and that the very essence of a science is logical systematic management. All arithmetical operations depend upon the 'fundamental rules,' the pro-

cesses of algebra consist of repeated applications of the four fundamental processes, the scientific study of a language begins with declensions and conjugations; so tool work, drawing, needlework, cooking, etc., begin with fundamental processes, with typical appliances upon typical materials. The articles constructed, the figures drawn, the garment sewed, or the dishes cooked are incidental, like blackboard work in long division or algebraic subtraction, or manuscript Latin prose; and like them they are valuable because they involve effort and result in mastery and power. The real end and aim of all education, whether 'manual' or 'spiritual,' is the developed, strengthened, disciplined, executive person, regardless of the fate of the exercises or products which were the means of his development."



Metal Working Room, showing drill, band saw and lathes. Berlin Collegiate and Technical Institute.

In the majority of places above mentioned the work consists of mechanical drawing and bench work in wood. In Kingston, Berlin, Woodstock, Toronto Normal School, London Normal School, Hamilton Collegiate Institute and Stratford Collegiate Institute, lathes are installed driven by electric motor or gas engine. When boys in the public schools have two years at ordinary bench work, wood-turning can be introduced with great advantage in the first year of the High School course. In schools having only a bench equipment and without power, one or more foot lathes are sometimes introduced for limited use in the making of articles where turned work can be used with advantage. Work in wood-turning and pattern making may be carried on in the bench room by the addition of the required lathes and tools, but wherever conditions admit a separate room should be provided. As showing the excellence of the equipment provided for this work in the United States, the following quotation is given from the Report on the Mechanic Arts High School, Boston. It should prove highly suggestive to authorities wishing to equip such a department, though, of course, the equipment should be cut down to meet the requirements of particular cases:

In the wood-turning and pattern-making room there are thirty-six benches. On one side of the bench is a Putnam 11-in. speed lathe; the other side is used for work with hand tools. As in the other wood-turning rooms, these benches are fitted with 9-in. Wyman & Gordon quick-action vises. Over each bench is an adjustable fixture, which will hold the electric light in any required position.

Beneath the lathe is a tier of three drawers, each containing a set of turning tools. On the opposite side, under the work bench, is a tier of four drawers. The top drawer in this tier is devoted to the measuring and miscellaneous tools used in common by members of different classes, while each of the three others contains an individual set of cutting tools.



Metal Working Room, showing forges and vises. Berlin Collegiate and Technical Institute.

In a case located in the adjoining stock-room are thirty-six drawers, each of which contains a set of turning tools for the use of the evening class.

Individual turning tools:—Buck Brothers' tools: Gouges, No. 20, one each, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{5}{8}$, $1\frac{1}{4}$ ins.; chisels, No. 19, one each, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$ in.; No. 103, $\frac{3}{8}$ in.; No. 104, $\frac{1}{2}$ in.; parting tool, No. 18, $\frac{5}{8}$ in.; a Washita gouge slip.

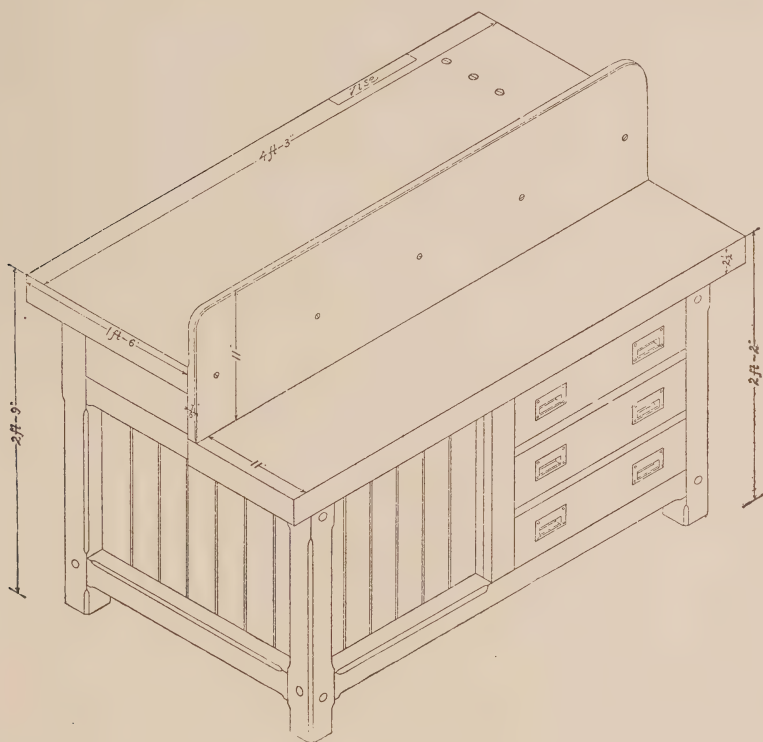
Individual joinery tools:—Bailey's patent adjustable iron tools: One each, fore-plane, 18 in., No. 6; smoothing plane, 8 in., No. 3; spoke-shave, No. 51. Buck Brothers' shank firmer chisels, No. 2, one each, $\frac{1}{4}$, $\frac{3}{8}$, 1 , $1\frac{1}{2}$ ins.; a gothic point knife; a Stanley marking-gauge, No. 65; a whisk broom.

Tools used in common:—Bemis & Call Co.'s tools: Wing dividers, 7 in.; wing calipers, 6 in.; patent inside calipers, 6 in. Genuine Russell Jennings's bits, one each, $\frac{1}{4}$, $\frac{3}{8}$, $\frac{1}{2}$, $\frac{5}{8}$, $\frac{3}{4}$ in. Stanley Rule and Level Co.'s tools: Try-square, 6 in., No. 10; rule, 2 ft., No. 18; T-bevel, 10 in., No. 18. A Maydole adze-eye bell-faced hammer, No. 13; a Bliss mallet, No. 3; a Buck Brothers' screw-driver, 5 in., No. 69; a Spofford bit brace, No. 108; a Disston rip-saw, 22 in., D. 8 with 8 teeth to the inch; a Disston cross-cut saw, 22 in., D. 8, with 10 teeth to the inch; a Disston back-saw, 12 in., No. 4;

a bench hook, 12 by 8 by 1 ins.; two winding sticks, 18 by 2 by $\frac{1}{2}$ ins.; a Washita oilstone, 8 by 2 by $1\frac{1}{8}$ ins. in a box; a brass paragon oil can, No. 0; a Chase patent brass oiler, No. 2; a dust brush.

Conveniently located in the centre of the room are two grindstones and an 8-foot Putnam pattern-maker's lathe, which, with open slide, is capable of doing work 36 inches in diameter. This lathe is fitted with the most approved devices for doing all kinds of work, and is designed to be used only by instructors and by pupils who develop special skill and demonstrate their ability to do a higher order of work. Near at hand is a small tool-room which contains a large variety of minor supplies, and all miscellaneous tools likely to be needed. The loft above this room furnishes adequate storage for a year's supply of lumber.

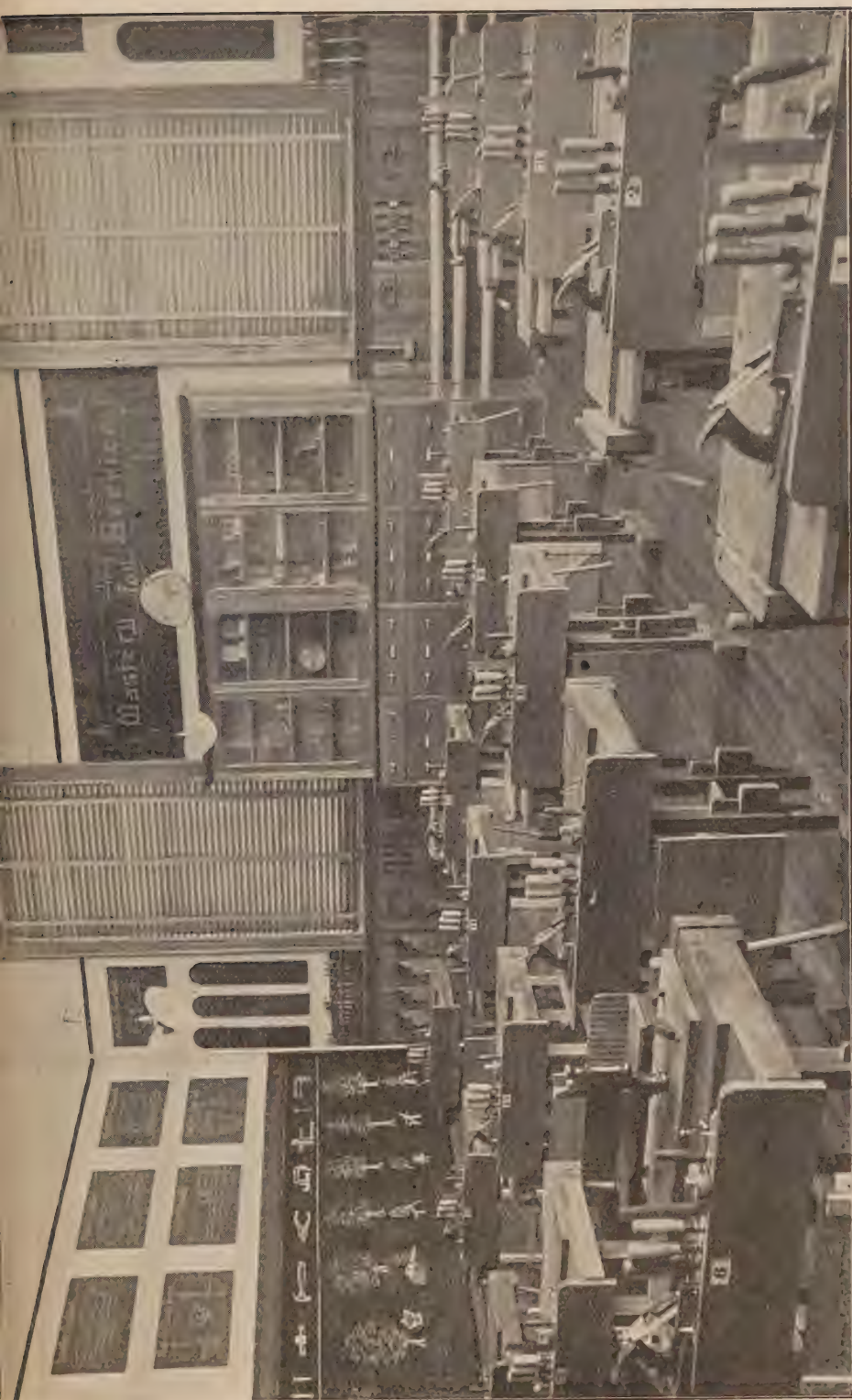
In one corner of each of the three wood-working rooms is an amphitheatre in which the entire class may be seated so that each member can see plainly the work done by the instructor at the demonstration bench. The space behind the amphitheatre has been utilized to provide a convenient place for sinks and mirrors. A copper tank containing four glue-pots heated by steam is installed in each wood-working room. Large cases are provided for the convenient storage of prepared stock and finished work.



The frames of drawing tables and workbenches, and all exposed parts of tables, benches, and cases, are ash; the sides of drawers, interior of cases, and tops of drawing tables are white pine; the tops of work benches are of narrow strips of maple, glued together to prevent warping. All drawers and compartments of cases are fitted with locks, no two of which have the same combination, but all are operated by a master key. The tables and



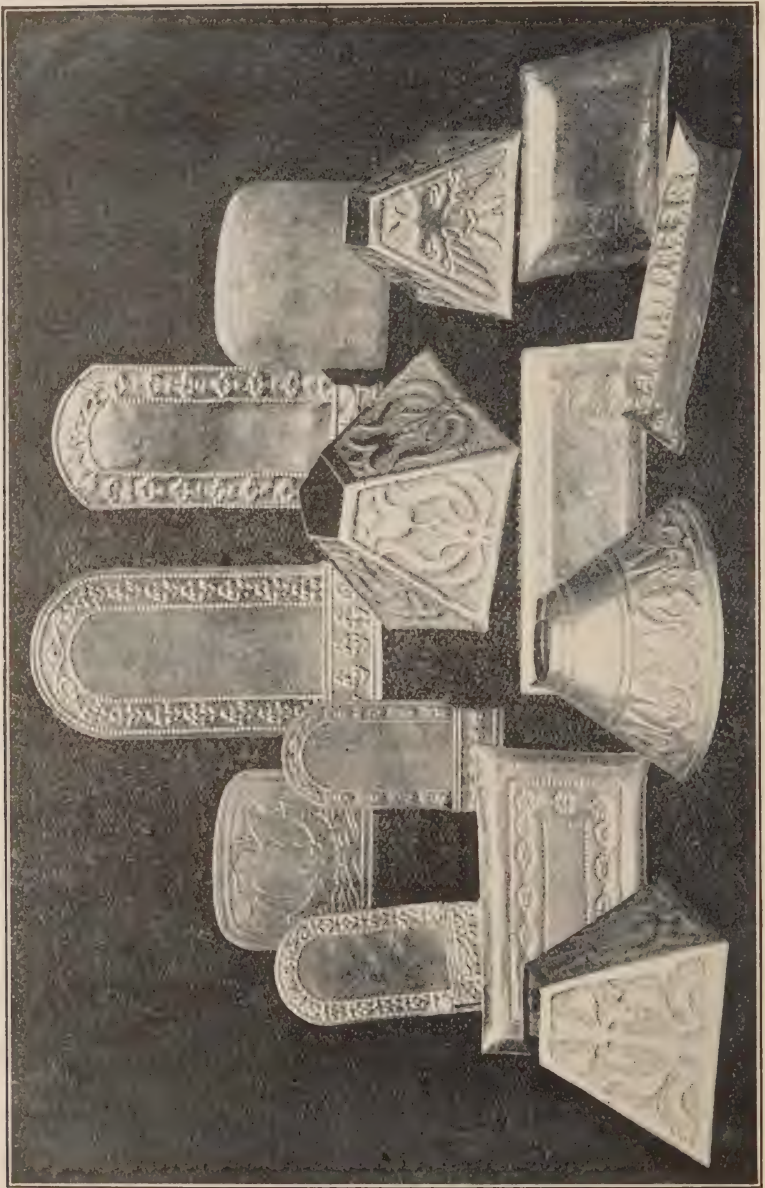
Manual Training Room, Chesterton Street Public School, Ottawa



Manual Training Room, Cartier Street Public School, Ottawa.

benches have been constructed in the most thorough and substantial manner and no pains have been spared to make every part of the equipment illustrate excellence of design and workmanship.

Work in metal is carried on at Stratford, Berlin and Brantford Collegiate Institutes, Toronto and London Normal Schools and Macdonald In-



Metal work of grades five to eight, Grand Rapids, Mich.

stitute, Guelph. The additional equipment for this work consists of metal turning lathes, forges, anvils and the necessary tools and a drill. Very creditable work is being done as far as time will allow, but when it is remembered that only two hours at the most is devoted to this work per week it will be easily seen that the opportunities that are offered to the boys are very

limited. In the Manual Training Schools of the United States, from one-third to one-half of the boys' time is spent in the shops. The room for this work should be of sufficient size, well ventilated and well lighted from as many



Work of one student at Toronto Summer School, 1906

sides as possible. The general idea of a room suitable for a forge shop is thus expressed: "This is to be rough dirty work and the small room down in the cellar will answer well enough." It need hardly be said that work done under such conditions will not be of the best.

An interesting experiment is being carried on in the City of Ottawa in working sheet copper and other metals at the ordinary wood working bench and with very slight equipment and excellent progress is being made with the two commercial classes that are attempting the work. This material is largely used in the United States, but so far, with the exception of the instance just mentioned has not yet been adopted in Ontario. Ottawa has the honour of having more manual training centres than any other town or city in the province. Nine centres are now running with two more to be opened early in 1907. When the salaries of the manual training teachers in this city are brought up to the level of those in Toronto, Ottawa will hold first place in the Dominion in providing facilities for work of this character.

During the year new forms were drawn up on which to record the inspection of these schools. A copy of this form may be obtained on application to the Education Department.

If space permitted a number of quotations might be given from the writings and speeches of men eminent in every walk of life as to the advantages and benefits of manual training, but two must suffice. Nicholas Murray Butler, President of Columbia University, says: "The boy who has passed through the curriculum which includes manual training will make a better carpenter, a better draughtsman, or a better metal worker than he who has not had the benefit of that training. But it is also true that he will make a better lawyer, a better physician, a better clergyman, a better teacher, a better merchant—should he elect any one of these honourable callings, and all for the same reason, namely, that he is a better equipped and more thoroughly educated man than his fellow in whose preparation manual training is not included.

In Circular No. 2 of the United States Bureau of Education, the following passage occurs: "The great bulk of the population is to be trained for usefulness in the Public Schools of the country, and the obvious duty of those in whose charge these schools are placed is to devise a plan by which during the few years of average attendance the pupil may be so trained as to be best prepared for the duties of life. It is found that merely to read, to write and to cipher does not do this.

HOUSEHOLD SCIENCE.

Household Science may be said to be the feminine of manual training, and is at present being taken in the following centres: Public School, Guelph; Consolidated School, Guelph; Berlin Collegiate Institute; Normal Schools, Ottawa, Toronto, London; Normal College, Hamilton; King Edward School, Winchester Street School, Queen Alexandra School, Wellesley School, Parkdale School, Technical School, Toronto; Caroline Street and King Edward Schools, Hamilton; Brockville Public Schools; Kingston, Stratford, London, Brantford, Renfrew, Ingersoll, Woodstock, Broadview Boys' Institute Toronto, Stamford; Young Women's Christian Guild, Toronto; St. Thomas; Belleville; Lillian Massey School, Toronto; and MacDonald Institute, Guelph.

This year, for the first time in the history of these schools, each has been inspected and reported on individually, and the reports sent from the Department to the authorities concerned.

A copy of the form being used for this purpose may be had on application to the Education Department.

The schools generally are well equipped but are almost without exception lacking in illustrative material. In every Household Science depart-

ment there should be a collection of food products both in their raw and manufactured states. Various manufacturers send out specimens showing the processes of manufacture of their goods. Charts showing the chemical composition of various food stuffs should be provided and every effort made to obtain such a collection of charts, illustrations and specimens as will give



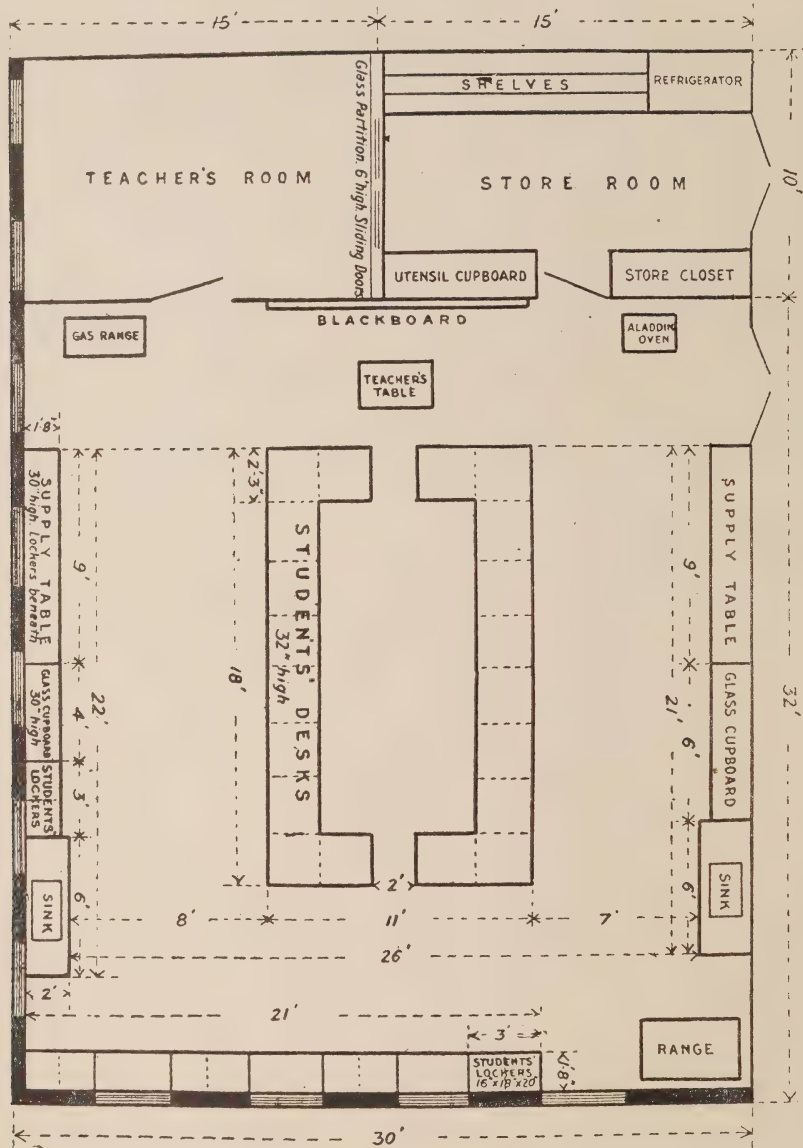
Household Science Centre, Consolidated School, Guelph.

life and vitality to the multifarious problems that Household Science should deal with. Charts and models illustrating the principles of plumbing and ventilation should also be provided.

The teaching of cookery is not simply the preparation of certain dishes which might be shown by any ordinary cook, but includes much instruction in the nature and use of food and in the difficult art of choosing suitable

nourishing and at the same time economical articles of food in order that the smallest incomes may stretch to meet the needs of even the largest families.

Such instruction as will give the children an intelligent interest in the matter, so that understanding clearly the true purpose of eating and what



Plan of model school kitchen designed in the Domestic Science Department, Pratt Institute, Brooklyn, N.Y.

things serve that purpose best, they may eventually become thoughtful thrifty housewives, not merely mechanical workers or unintelligent drudges. "To be a good cook means the knowledge of all fruits, balms and spices, and all that is healing and sweet in fields and groves, savory in meats; it means carefulness, inventiveness, watchfulness, willingness, and readiness of appliance; it means the economy of great grandmothers and the science of

modern chemists; it means much tasting and no wasting; it means English thoroughness, French art and Arabian hospitality; it means in fine that you are to be perfectly and always ladies (loaf givers), and you are to see that everybody has something nice to eat."—Ruskin.



Household Science Department, Queen Alexandra School, Toronto.

Up to the present the term "Housenold Science" has had a much too restricted meaning in the Province. There is a strong tendency in many quarters to regard it as cookery only. Important as this subject is, it is to be

regretted that this opinion should hold. We do not live in the kitchen. The bed room, the bath room, the dining room, etc., should also receive due attention, and for this reason the kitchen should not be regarded as the unit of equipment. The best schools in England and the United States are taking the whole house as a unit, and their household science departments consist of kitchen, dining room, bed room, bathroom, and drawing room. In some cases a laundry is added also. At present the Macdonald Institute is the only school in the Province where this is the case, but it is hoped that when the long looked for and much needed Technical High School is built and the new building for Household Science in connection with the University is ready for occupation, the equipment mentioned above will be included.

Sick room cookery and home nursing should be given an important place in the curriculum of these schools, for though teaching people how to keep well is one of the main purposes of household science, yet sickness will come and it is almost a commonplace to say that good nursing cures more patients than good doctoring. The care of young children is particularly important. Beyond doubt many children are sacrificed every year through want of attention—improper food and unsuitable clothing. A few straight heart to heart talks to the older girls, given by a tactful teacher would be calculated to do much good. At the Girls' Technical High School, in New York, a very young baby is brought into the class and lessons given to the older girls on its bathing and general care. Though there is not perhaps the same necessity for instruction of this kind as exists in the crowded cities of England and the United States, there is still need of some of it, and as the towns and cities become more crowded the necessity will become more pronounced.

Household science throws light on all that group of facts and principles that has to do with a wise, economical and successful management of the household. It should not confine its interests to the chemistry of cooking as to nutritive values and comparative cost of various kinds of foods. It gives careful attention to pure water, pure food, personal and public hygiene and to other topics that are closely concerned with health in the family and in the community. It deals also with lighting, heating, plumbing, sanitation and ventilation and aims to show how the latest results of scientific research will contribute to greater economy in the home and longer useful service to society. Household Art has also an economic bearing upon individual and social life, and in addition to this, it has a refining influence upon the student because it helps to develop an appreciation of the beautiful and artistic and adds much to the capacity for enjoyment and service. These subjects are therefore of the highest importance because they bear an intimate relation to that most fundamental of all institutions—the home. Whatever ministers to its attractiveness and comfort makes a valuable contribution to the highest welfare of society. It is the opinion of many sociologists that of late years the influence of the home has been on the decline, and everything possible should be done to furnish such training for the future homemakers so that they may be able to meet adequately their heavy responsibilities.

One frequently hears the following criticism of household science as at present taken: "Your cooking is all very well; it teaches the girl how to prepare a single dish, but if the mother falls sick and the girl has to take charge of the house she does not know how to prepare a complete meal." This criticism is common and has a good deal of truth in it, and for this reason during the past year I have in my inspectorial visits always made enquiries as to what is being done towards giving instruction in the preparation of a complete meal. I am aware that the difficulties in the way of

doing this are great, the chief one being in the time allowed for the subject—generally one and a half hours per week, and at the most two hours—but something should be done in this direction even if the other branches of the subject have to be neglected.

“Woman’s present activity in inventions is due to the better educational advantages now obtainable, the popular courses in sloyd and manual training having taught women to use their hands as well as their brains, developing their inventiveness. In the past eight years thousands of patents have been granted to women, seventy-five per cent. of which are yielding profitable returns.”—*Scientific American*.

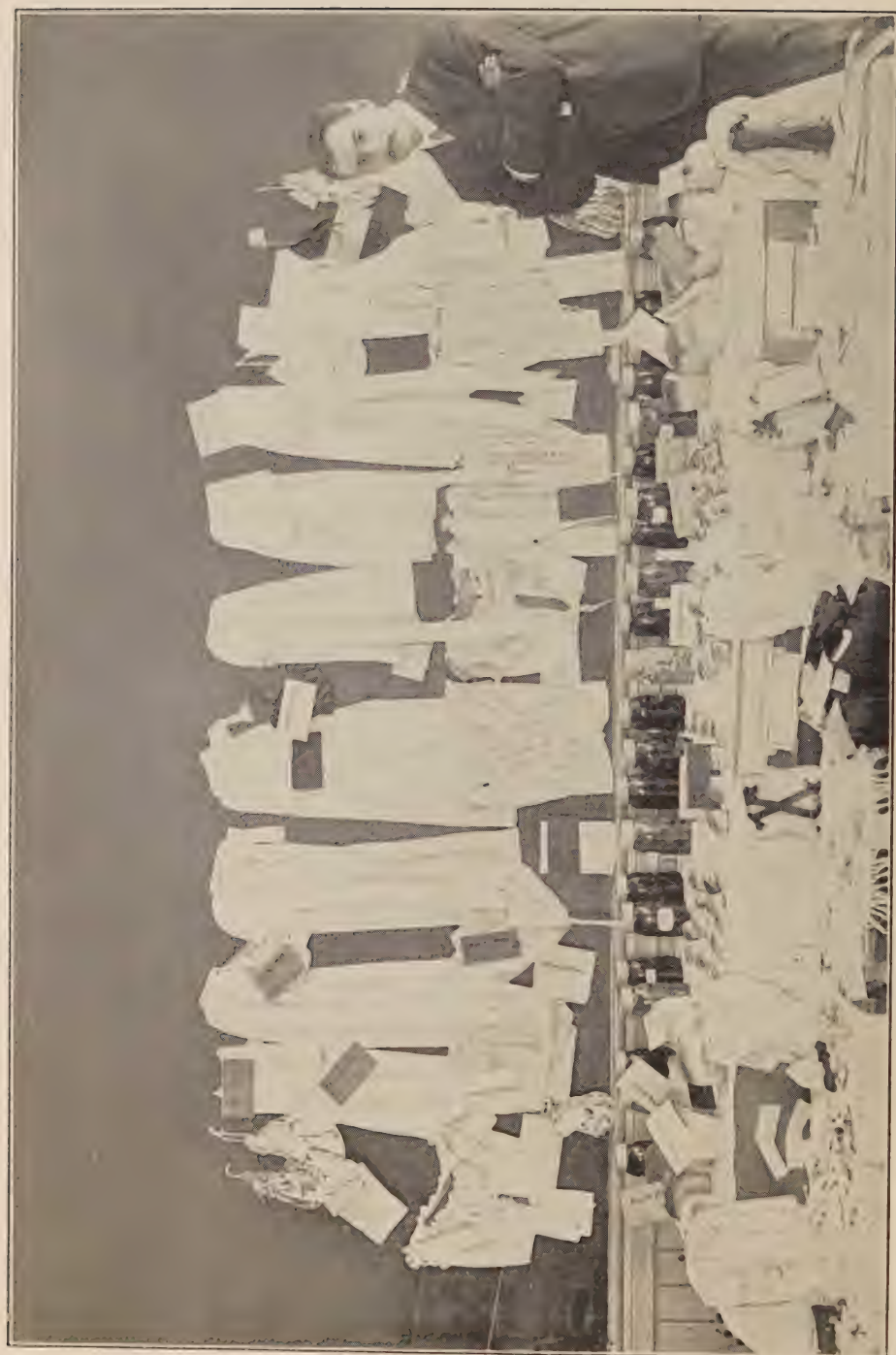
“He who works with all his strength on the development of our knowledge of food and nutrition and who also persistently strives to apply the results of investigation is working on a broad basis for the development of mankind.”—Donders.

Sufficient attention is not being given to needlework. This is a subject that needs little equipment for its effective teaching, beyond a competent teacher, and is one which every girl should be taught. The teachers throughout the Province should have their attention directed to this matter.

Probably the most useful material that has ever been published in connection with these subjects is to be found in Volumes 15 and 16 of “Special Reports on Educational Subjects,” issued by the Board of Education, London, England. The first of these deals with “The Teaching of Domestic Science in the United States of America,” and the second is entitled “School Training for the Home Duties of Women in Belgium, Sweden, Norway, Denmark, Switzerland and France.” These two volumes give elaborate accounts of the latest thought and practice on this subject and should be in the hands of every teacher. Many bulletins issued by the Department of Agriculture, Washington, D.C., will also be found very helpful. They are used by a number of our teachers, but many are not aware that they are obtainable. Amongst the most useful of these are the following: No. 29, Souring and other Changes in Milk; No. 34, Meats, Composition and Cooking; No. 52, The Sugar Beet; No. 74, Milk as Food; No. 85, Fish as Food; No. 93, Sugar as Food; No. 112, Bread and Bread Making; No. 121, Beans, Peas, and other Legumes as Food; No. 125, Protection of Food Products from Injurious Temperatures; No. 128, Eggs and their Uses as Food; No. 131, Household Tests for the Detection of Oleomargarine and Renovated Butter; No. 142, Principles of Nutrition and Nutritive Values of Foods; No. 182, Poultry as Food; No. 203, Canned Fruits, Preserves and Jellies; No. 220, Tomatoes; No. 249, Cereal Breakfast Foods.

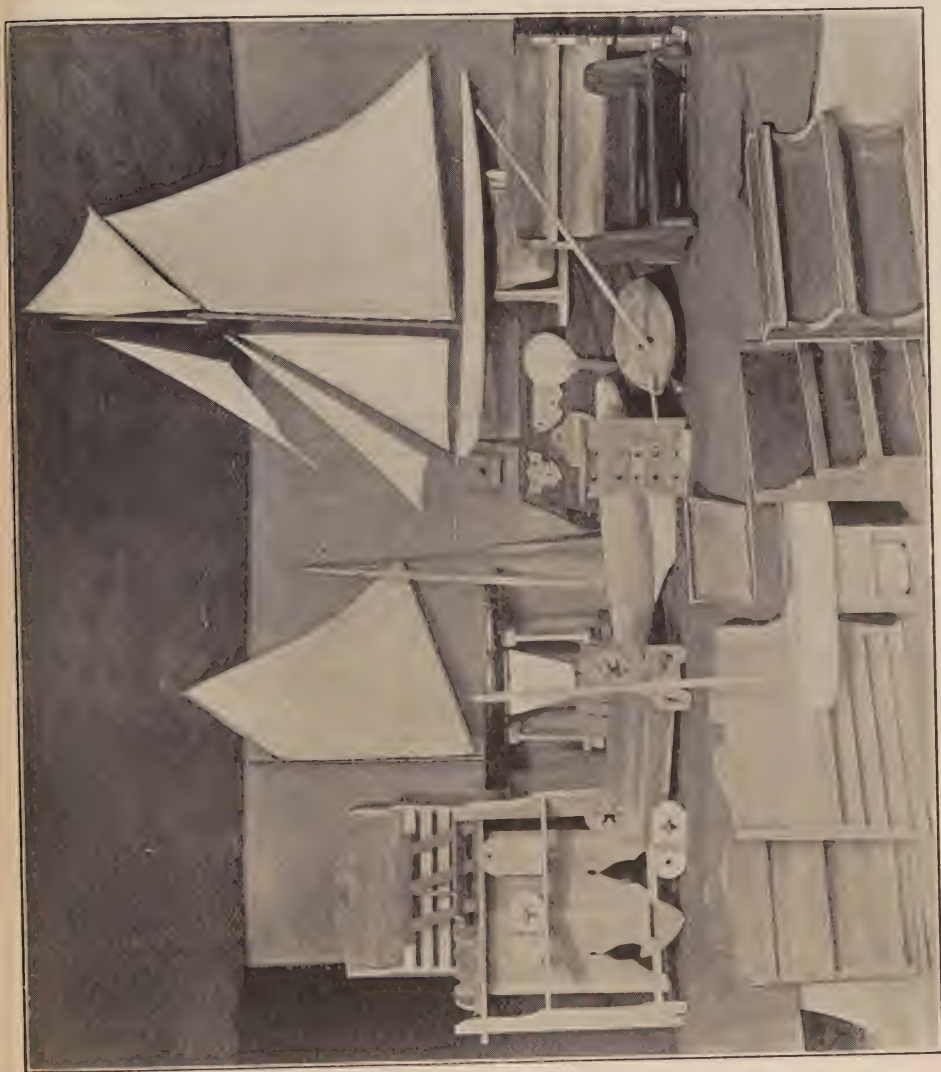
THE RURAL SCHOOL.

If the subjects of manual training and household science are as important as all educationists and public men now think they are, is it not a lamentable fact that the children being educated in the rural school are not reaping any of the advantages they are capable of conferring. Nearly fifty-eight per cent. of our total population is being educated in the rural school, and it is neither Christian nor politic that fifty-eight children out of every hundred should be deprived of the advantages of newer methods and modern practice which scientific research in the department of pedagogy have brought about. An impression is held by teachers and trustees that these subjects cannot be introduced without the installation of an expensive equipment costing from \$400 to \$500. This impression is founded on a wrong idea. The State Superintendent of Education of the State of Illinois, in an



Household Science and Art, Guelph Public Schools.

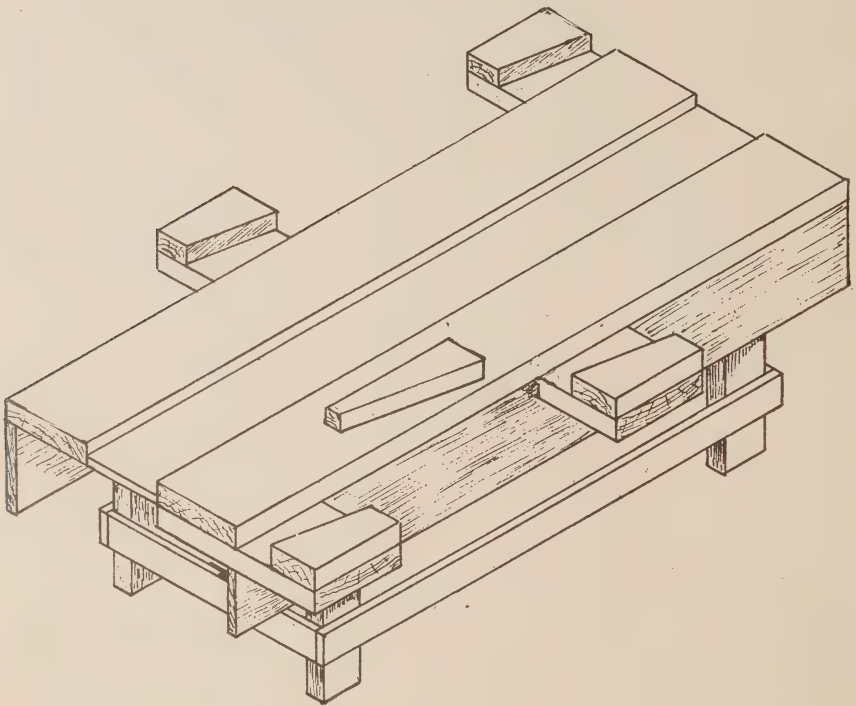
address delivered before the National Educational Association, spoke as follows: "A young woman teaching in the country for the excellent reason that she had been crowded out of town, in the course of two school years, both short, contrived somehow to have the boys fit up quite a workshop in an unused stall of a nearby stable. There was nothing said about the "introduction of manual training" or the project might have failed. They



Work of Model School Boys, Toronto.

wanted to make a sled "for the boys to draw the girls on," so in the beginning it was merely part of their play. The tools and the lumber were brought from the homes, and after the sled followed some shelves for books; whereupon it occurred to the head boy one noon that a cabinet with a glass door for their "specimens" would be about the right thing. Nature study had not been "introduced." The directors would hardly stand for that. But some of the geography class had gathered a few fossils from a quarry, and some different kinds of wood that grew along the river, and one of the boys

had caught a pretty good sized gar pike, and "just to see if they could get replies," they had written letters to schools in other parts of the country, mentioning their stock in trade; exchanges had accumulated and were still coming, so they needed a cabinet, and without thought of manual training set to and made it. There were some pictures. They would look better in frames, so they framed them. They wanted to see how long it took different seeds to germinate and grow up and get ripe, so they experimented with them. Nothing was said about a school garden, nor was it expected that there would be anything to sell but the proceeds bought a book. The flowers were planted just to make the yard look prettier. Something had been said about "watering with a rake" which somebody did not believe, so they set to work to prove it. Thus manual training and nature study broke into one school. How both disappeared and were not when the teacher got married is another story."



The adoption of these studies by small communities has been unintentionally hindered by the expense of the equipment now considered necessary. After inspecting such an equipment, trustees have frequently decided that their finances would not allow them to indulge in the "luxury." The early ideals of manual training were that a certain equipment of tools, a fixed course of study consisting of typical forms of construction and technical methods of drawing were essential. Now these ideals are held by none. Let me give the experience of a teacher dealing directly with this point. He says: "The Woman's Club, of Morgan Park, Ill., a suburb of Chicago, asked me last summer to organize and conduct a vacation school in manual training at as small an expense as possible. Two classes of twelve pupils each were organized. The children of both sexes ranged from five to fifteen years of age. Each child purchased a kit of tools costing retail price \$3.18

consisting of one 12 inch Disston's back saw, one coping saw with one dozen extra blades, one half inch firmer chisel, one marking gauge, one two-foot rule and one six-inch try square. From my own tool chest I loaned a few tools for general use. The Board of School Trustees permitted a room in one of the school buildings to be used by the classes and made a contribution of \$25 to provide work benches, the Board to keep the benches after the close of the vacation school. The bench shown in the accompanying illustration, a four-pupil bench, was the style used. Three benches accommodating twelve pupils cost \$13 complete, as you see it here. Upon the top of the bench you see a wooden wedge which was used to hold the material while the child was at work. It is a practical bench, although a little bit inconvenient. To make the benches a little more convenient, an iron vise costing \$3.25 was later on attached to each four-pupil bench, the pupils changing position as required. The total cost of the three benches was \$22.75. A grindstone cost \$5.00. About \$10.00 was expended for material. The term was of six weeks' duration, 30 lessons of ninety minutes each. The total expenditure was \$210.07, including children's tools, salary of teacher, and incidental expenses. These Morgan Park children received thirty lessons, which is equivalent to three-quarters of a year of forty weeks with one lesson per week. If such a school could be conducted for six weeks at such small expenses it could be continued for a longer period of time if necessary. Those who needed aid in order to purchase tools could be taught to set a pane of glass, to letter small signs for shop windows, to paint numbers for houses, to cane chairs, or something by which they could earn money enough to buy the tools.

"This is not only lessening the cost of the manual training equipment, but it also inspires the pupil to have confidence in his own ability to provide for his needs and it secures the moral support of the community. With moral support secured, the trustees will see the way clear for the extension of the work."

It is hoped that the practical experience of the two teachers above cited will offer suggestions to many teachers who may be placed in like circumstances.

I extract the following from the Manual Arts Bulletin, issued by the State Normal School, Athens, Georgia:

"A double bench built to accommodate two students is perhaps more economical than single benches. Such a bench can be built ($2\frac{1}{2}$ feet by 3 feet by 5 feet) and supplied with two vises at a cost of approximately five dollars. A tool equipment that will suffice for all ordinary demands consists of the following for each boy: One half inch chisel, mallet, back saw, jack plane, marking gauge, rule, and try square. It can be bought for \$3.00 or less. To make this list more complete there might be added a hand screw, hammer block plane, knife, and $\frac{1}{4}$ inch and $\frac{3}{4}$ inch chisels. Besides the individual bench equipment certain tools for general use will be needed. These can be added for \$15. It is evident therefore that something can be done in shop work in the country school for a first cost of less than \$30 if quarters are provided, and it is possible to do excellent work in a mere shack as far as a building is concerned. Other items might be added which would enhance very much the quality of the work possible, but a beginning can be made with the equipment named."

With reference to household science very good work can be done with a simple equipment. The following suggested equipment is taken from the "Normal Star," a publication of the Ottawa Normal School.

Suggested Equipment for Rural Schools.

3 Granite Saucepans No. 10	\$0 30
2 do two sizes larger	40
1 Granite Dishpan, eight quart size	35
1 do fourteen quart size	50
1 Tea Kettle, flat bottom, No. 6.	60
1 Stew Pan, straight sided, quart size	20
3 Bowls, White Soup Bowls, No. 12	05
3 Plates, dinner size, White No. 22, good quality	25
(The above to be good quality Granite.)	
1 Dover Egg Beater	10
1 Surprise Egg Beater	05
1 Measuring Cup, marked in $\frac{1}{4}$, 1-3	05
1 Grater	05
1 Small Steamer, and Kettle to fit	50
1 Cake Tin, 8x5x2 in.	20
1 Flour Sifter, Victor.....	15
1 Towel Rack, 4-leaved screen shape (cheaper one would do).....	50
1 Meat Board, hard-wood, 10x12 in., 1 in. thick	15
3 Wooden Spoons	15
2 Mixing Bowls, 1 and 2 quart size	50
1 Jug, 1 quart size	20
1 Salt and Pepper Shaker.....	25
1 Tea-pot, pint size, Brown Globe	20
6 Pint Fruit Jars (for holding supplies)	30
1 Lemon Reamer	10
1 Crock (for garbage) with cover	25
3 Frying Pans, Acme size 00 (1 would do if teacher does cooking)...	15
1 Can Opener	10
6 Teaspoons	25
3 Tablespoons	25
6 Knives and Forks (3 forks would do)	75
3 Paring Knives (2 would do)	30
1 Spatula	30
1 Rolling Pin	15
1 Pastry Board	25
1 Cake Cutter	10
2 Dish Towels	75
3 Dish Cloths	15
3 Scrub Cloths	15
3 Dusters	15
1 Blue Flame Stove, (two burners, improved make, with oven) or single coal oil stove, \$1.00 each, but not so good.....	8 60

Additional Equipment Desirable, but not Essential.

1 Kitchen Table with Drawer (might use table in room)	2 50
1 Pint Measure	21
1 Tin Flour Box	60
6 Cups and Saucers (fewer would do)	50
6 Medium Size Plates (fewer would do)	40
1 Jug, 1 pint size	15
1 Carving Knife and Fork	1 00

1 Pair Scissors	25
Miscellaneous—Soap Dish, Hammer, Cork Screw, Floor Cloth, Salt Box, Thermometer, Wire Strainer, Dust-pan, Clock, etc., about	2 00
Total	\$26 36

The above list will give an approximate cost of a very simple equipment, but one with which good work could be done, and some individual work, say three pupils working together. The kitchen table could be fitted with a framework underneath with doors, in which utensils could be kept when not in use, and locked so as to prevent pupils tampering with them. The teacher may omit or add to the above as the requirements of the special case may demand. Table setting and serving may be taught on the kitchen table, when a table-cloth and sufficient dishes may be borrowed for the occasion, if considered too expensive to purchase.

Cost might be reduced to about \$12.00.

TRAINING OF TEACHERS.

Owing to the rapid extension of schools for manual training, the question of the training and supply of teachers is becoming urgent. The scarcity is felt particularly with regard to manual training as, owing to the lavish manner in which certificates have been granted and no previous professional training having been required, there are more household science teachers holding the paper qualification than will be employed during at least the next five years. In manual training before a teacher is allowed to take the course at the Macdonald Institute, he must hold at least a Normal School diploma and the time has now come when this should be required of candidates for the teacher's qualification in household science.

The present regulations place a difficulty in the way of teachers wishing to qualify to teach manual training which in some cases amounts to a positive hardship. Many who are actively engaged in school find it impossible to give up their situations and forfeit their salaries for one year and bear the expense of a year's training additional to that they have already received at one of the Normal Schools or the Normal College, notwithstanding the fact that many of them are anxious to qualify. Teachers entering the Macdonald Institute from the Normal Schools or the Normal College should have credit allowed them for the work already done at those institutions and a corresponding reduction made from the length of the course. A limited number of scholarships might be offered to first-class teachers in order to induce them to take up this work. If this plan can not be followed some such method as now outlined must be carried out. The circumstances in which many of these teachers are placed make it quite possible for them to obtain instruction in local shops and factories in the use of the various wood and metal working tools. They can and are willing to attend summer schools either in Canada or the United States to further supplement the instruction thus received. As the Department now holds examinations to qualify Specialists in Art, it should institute an examination of somewhat the same type to qualify specialists in Manual Training. Such an examination might consist of the following branches:—

1. A practical examination in teaching a class in wood or metal work.
2. Accomplishment of a prescribed course of reading on the pedagogical side of manual training.
3. A written test of knowledge of timber, tools and processes.
4. A practical test on mechanical drawing.
5. A practical bench-working test.

The same conditions as at present exist should be maintained, that is, only Normal students should be allowed to take the examination. Last year over 1,000 students were examined by the City and Guilds of London Institute, under similar conditions to those mentioned above, for the teacher's certificate in manual training. The examination in this subject by that body takes two years and the certificate is only granted to those who succeed in passing the final examination. A specimen set of papers given follows:—

PRACTICAL WOODWORKING.

Saturday, May 7th.

INSTRUCTIONS.

The Candidate must write his Examination Number, as on his Card, on each piece of Woodwork.

At the close of the Examination he must make a parcel of his work by fastening the several pieces together with string.

Four hours allowed for this part of the Examination.

1. From the piece of basswood, of dimensions 18 ins. by $3\frac{1}{4}$ ins. by 1 in., make the hat rail, with two hat pegs, as shown in the drawing. (100 marks.)

2. From the piece of yellow deal, of dimensions 26 ins. by $2\frac{1}{8}$ ins. by $1\frac{3}{8}$ ins., make the three joints as shown in the drawing. (150.)

3. From the piece of basswood, of dimensions 17 ins. by $3\frac{1}{2}$ ins., by $\frac{7}{8}$ in., make the coat hanger as shown in the drawing. (50.)

NOTE.—The segments of circles may be marked on the wood by using a wooden radius rod, moving on a bradawl as centre, or by freehand, according to the dimensions stated on the drawing.

N.B.—Accuracy of craftsmanship will be the chief consideration in awarding marks.

No glasspaper to be used.

DRAWING.

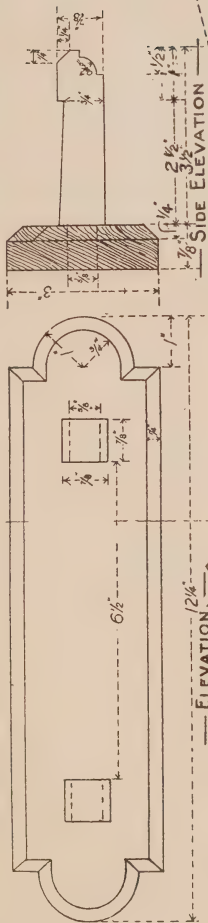
1. Draw the given views: scale half full size; the feet are portions of regular hexagons. (30 marks.)

2. Draw the given plan and elevation and make an end elevation; find the true length of the edge A B; make a vertical section on the line X Y, showing the true shape of the section; all full size. (35.)

3. Draw the given elevation of a roof truss, scale one inch to one foot. Make two views of the halved joint at A, scale one-quarter full size (setting out the angle carefully); make an oblique or isometric projection of one piece. Certain lines are omitted from the upper drawing and are shown, for clearness, to a larger scale below. Put in these lines in your projection, but do not reproduce the lower drawing. (35.)

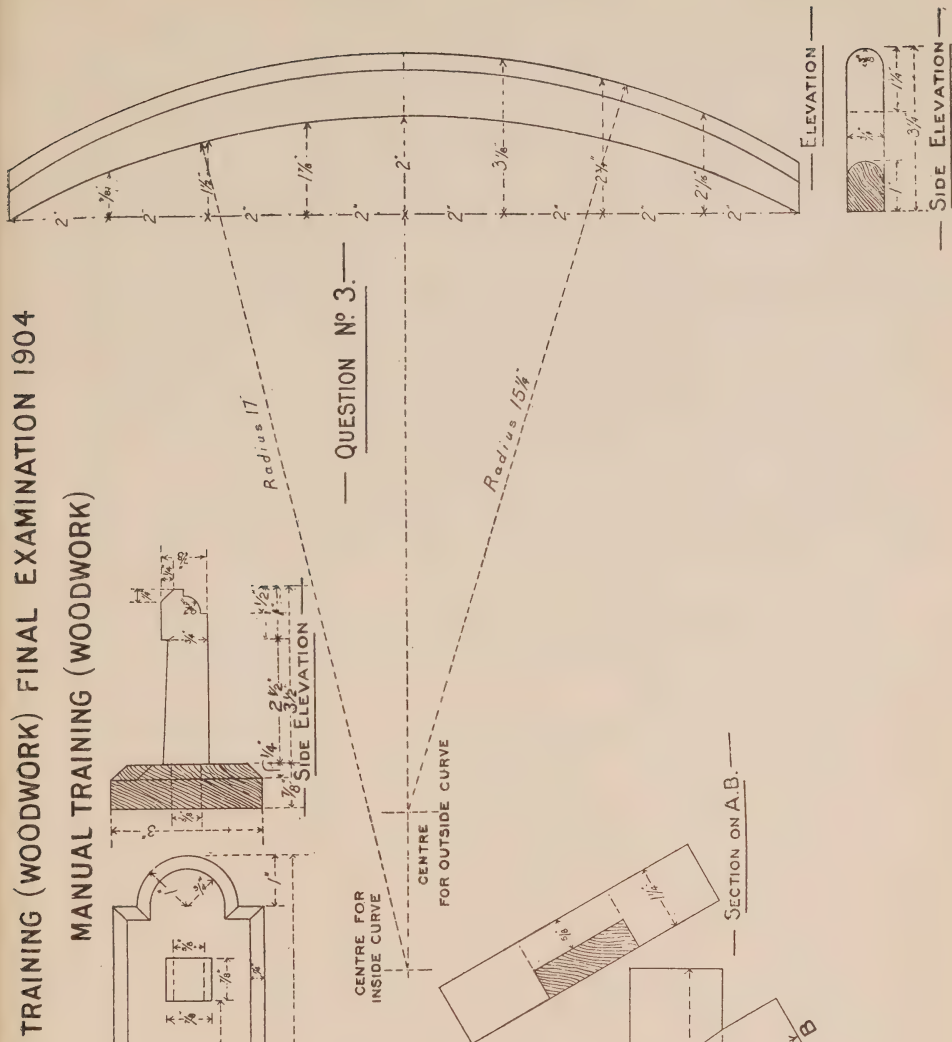
MANUAL TRAINING (WOODWORK) FINAL EXAMINATION 1904
MANUAL TRAINING (WOODWORK)

QUESTION No 1.

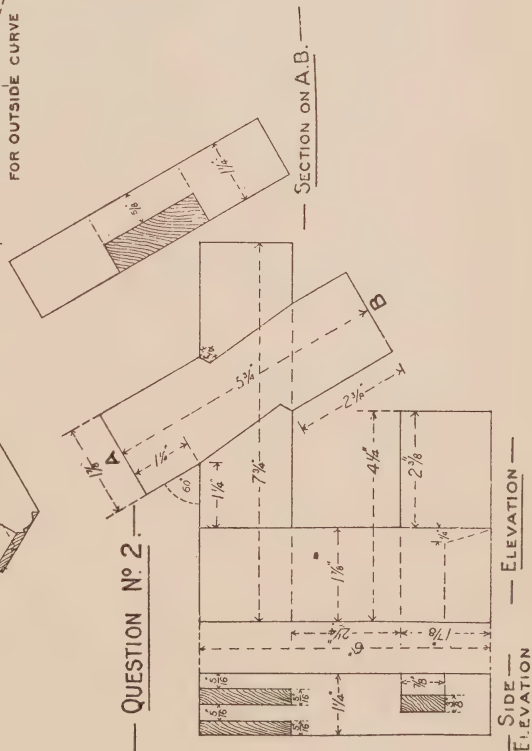


ISOMETRIC PROJECTION
OF HAT PEG

QUESTION No 3.



QUESTION No 2.



WRITTEN EXAMINATION.

1. What timber is most commonly used in the construction of tools employed in manual training woodwork? Why is this timber preferred and how is it seasoned? (10 marks.)

2. Which do you consider are the three parts in the structure of a timber-bearing tree which are most essential to its vitality and growth? Describe one of those parts as you would to a class of pupils. (10.)

3. Define "warping." Arrange the following timbers (all of which, say, have received similar treatment), with reference to their susceptibility to its influence:—English oak, American ash, sycamore, English elm, teak, Honduras mahogany. State your reasons for considering that the timber you have placed at the head of your list is the one most liable to warp. (12.)

4. In teaching your pupils the manipulation of the jack plane, what faults or errors have you observed them to make most commonly, and what steps have you taken to help them to surmount the difficulties? (10.)

5. State briefly the advantages and disadvantages of the sloyd knife and tenon saw in the early stages of a manual training course, considered with respect to the mental and physical training which either exercise affords. (14.)

6. Assuming that manual training may be made an important factor in the formation of the character of a child, which system of teaching the more thoroughly attains this end—class teaching or individual teaching? State your reasons. (14.)

7. In devising a scheme of manual training, which of the following do you consider is of most real benefit to the mental development of the pupil:

(a) A scheme consisting entirely of models;

(b) A scheme consisting entirely of exercises;

(c) A scheme consisting of models and exercises interspersed?

Give briefly your arguments in favour of the scheme which you prefer. (12.)

8. Froebel taught: "Happiness is essential to the proper development of the child; hence his activity must be such as to give pleasure, it must be enjoyed." Discuss this principle with special reference to manual training. (14.)

9. Describe one teaching device of your own, which you have found beneficial in stimulating your pupils' power of observation. (12.)

10. Do you consider that ambidexterity should be taught in manual training classes? Give your reasons for or against. (12.)

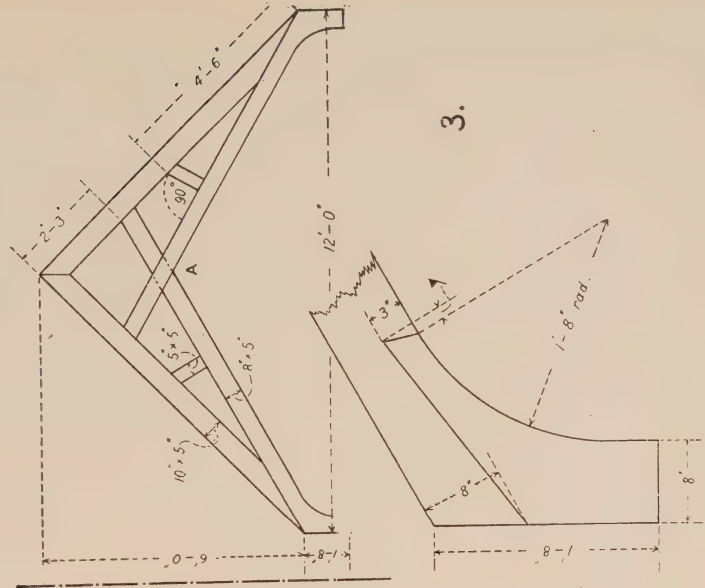
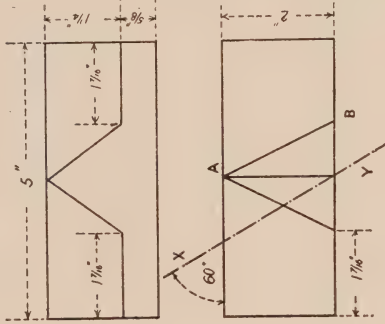
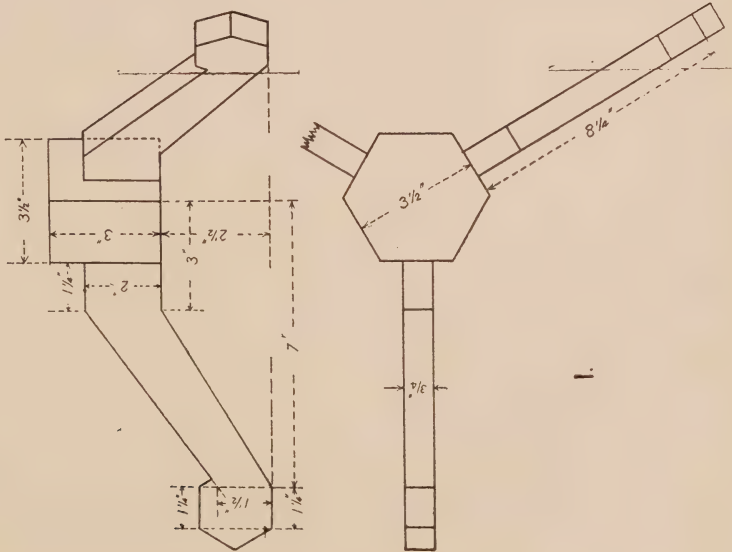
11. Write notes of a lesson on the firmer chisel to a class of first-year boys. Time, twenty minutes. Arrange the notes as under:

Heads.	Matter.	Method.
--------	---------	---------

12. Say how, and to what extent, you think that manual training assists children in the development of the constructive faculty and the spirit of enquiry. (14.)

MANUAL TRAINING (WOODWORK) 1904. FINAL EXAMINATION.

DRAWING.



2.

3.

1.

If this plan were carried out we should have many teachers of the highest intellectual capacity taking up these subjects.

Now that the University of Toronto has established a degree in Household Science, it is hoped that the same course will be followed in regard to Manual Training. It should not be necessary to wait until some public-spirited individual provides the money for the erection and equipment of a building for work of this kind. These are not met with every day and the species is somewhat rare in this Province. In connection with this matter the practice of Teachers' College is worthy of consideration. This is the department dealing with education in Columbia University, New York, taking rank also as a profession school with the Schools of Law, Medicine and Applied Science. The educational administration of the college is by departments, each of which has its own director and staff of instructors. The departments are twenty in number and amongst them are: Kindergarten, Fine Arts, Domestic Art, Domestic Science and Manual Training. Degrees are awarded on the satisfactory completion of these courses. The character of the ideal teacher of manual training has been eloquently described by Professor Calvin M. Woodward, Director of the Manual Training School and Dean of the School of Engineering of Washington University, St. Louis, Mo. This passage is to be found in the Annual Report of the Commissioner of Education for the United States, page 1026, and should be studied by every teacher. If the ideal, as he expresses it, is ever to be reached, the training the teacher is to receive must be comprehensive and thorough.

INDUSTRIAL AND TECHNICAL EDUCATION.

The rapidly growing interest in industrial and technical education is shown by the influential deputations sent to the Dominion Government from Boards of Trade, Manufacturers' Associations and Labour organizations asking the Federal authorities to appoint a Commission to consider the whole question and its application to the Dominion as a matter of national concern. The awakening of the manufacturers and producers of the country to a consciousness of the fact that the springs of power, the sources of energy which count for most in our national development, even along strictly industrial lines, are largely educational, is one of the most significant signs of the times. People seem never to have thought of this before; they are thinking of it now and it is to be hoped that the thought will be translated into some definite action.

As far as real technical education is concerned we have, as has been pointed out in previous reports, done nothing but skate very lightly around the edge of it, with the exception of the work done at the School of Practical Science, the School of Mines, and the Ontario Agricultural College. It cannot be doubted that industrial and vocational training is a matter of national concern and worthy the attention of all governments, both Provincial and Federal. Though the people to the south of us have done wonders along these lines, yet they are not satisfied with their progress. This is shown by the annual message of President Roosevelt delivered to the second session of the Fifty-ninth Congress on December 4th, 1906. This message contains the following passage:—

TECHNICAL AND INDUSTRIAL TRAINING.

"It would be impossible to overstate (though it is, of course, difficult quantitatively to measure) the effect upon a nation's growth to greatness of

what may be called organized patriotism, which necessarily includes the substitution of a national feeling for mere local pride; with as a resultant high ambition for the whole country. No country can develop its full strength so long as the parts which make up the whole each put a feeling of loyalty to the part above the feeling of loyalty to the whole. This is true of sections and it is just as true of classes. The industrial and agricultural classes must work together, capitalists and wage workers must work together, if the best work of which the country is capable is to be done. It is probable that a thoroughly efficient system of education comes next to the influence of patriotism in bringing about national success of this kind. Our Federal form of government, so fruitful of advantage to our people in certain ways, in other ways undoubtedly limits our national effectiveness. It is not possible, for instance, for the National Government to take the lead in technical industrial education, to see that the public school system of this country develops on all its technical, industrial, scientific and commercial sides. This must be left primarily to the several States. Nevertheless, the National Government has control of the schools of the District of Columbia, and it should see that these schools promote and encourage the fullest development of the scholars in both commercial and industrial training. The commercial training should in one of its branches deal with foreign trade. The industrial training is even more important. It should be one of our prime objects as a nation, so far as feasible, constantly to work toward putting the mechanic, the wage worker who works with his hands, on a higher plane of efficiency and reward, so as to increase his effectiveness in the economic world, and the dignity, the remuneration, and the power of his position in the social world. Unfortunately at present the effect of some of the work in the public schools is in the exactly opposite direction. If boys and girls are trained merely in literary accomplishments, to the total exclusion of industrial, manual and technical training, the tendency is to unfit them for industrial work and to make them reluctant to go into it, or unfitted to do well if they do go into it. This is a tendency which should be strenuously combatted. Our industrial development depends largely upon technical education, including in this term all industrial education, from that which fits a man to be a good mechanic, a good carpenter, or blacksmith, to that which fits a man to do the greatest engineering feat. The skilled mechanic, the skilled workman, can best become such by technical industrial education. The far-reaching usefulness of institutes of technology and schools of mines or of engineering, is now universally acknowledged, and no less far-reaching is the effect of a good building or mechanical trades school, a textile, or watchmaking, or engraving school. All such training must develop not only manual dexterity but industrial intelligence. In international rivalry this country does not have to fear the competition of pauper labour as much as it has to fear the educated labour of specially trained competitors; and we should have the education of the hand, eye and brain which will fit us to meet such competition.

"In every possible way we should help the wage worker who toils with his hands and who must (we hope in a constantly increasing measure) also toil with his brain."

In England large sums are spent for the purpose of giving the youth of both sexes definite training bearing directly upon their life work. In addition to the sums spent by the central Government each local educational authority has the right to levy a rate the proceeds of which are devoted to purely technical education purposes, and in this way large sums are raised locally to supplement the efforts of the Government. In this matter of local

effort we are not conspicuous. There is a tendency to look to the Provincial Government for too much help and not rely sufficiently on local initiative and support.

A typical example of what local authorities are doing in England is shown by the City of Manchester. The Municipal School of Technology represents a financial value to the City of Manchester of over \$1,500,000, and the city spends annually over \$188,500 on industrial education. Many other English cities spend sums as large or larger than this amount in proportion to their population. In this material age the first question that is asked is "Will it pay?" and it can be shown beyond doubt that technical education not only pays in national reputation and happiness but pays even more markedly in dollars and cents. In 1903 an address was delivered before the American Society of Mechanical Engineers by Mr. J. M. Dodge of Philadelphia in which this question was fully answered. The accompanying chart was drawn up to illustrate the actual progress made by four groups of men working in the Mechanic Arts—the unskilled labour group, the shop-trained or apprentice group, the trade school group, and the technical school group. The first is the labourer, with but primitive and rudimentary training, working under the immediate and constant supervision of a boss, and earning, as the line on the chart indicates, \$10.20 per week at the age of twenty-two, his line remaining horizontal through the period of his usefulness.

The second is the Apprentice or Representative of the shop-trained group and entering a machine shop at the age of sixteen and earning an average wage of three dollars per week for fifty weeks per year, making \$150 or five per cent. on \$3,000, which is his potential or invested value, upon which he draws his interest on pay days.

On the chart the horizontal lines represent amounts increasing from the lower line upwards by \$1,000 each; starting at \$1,000 and terminating at the top at \$50,000, these representing Potential Values, upon which five per cent. is earned for fifty weeks per year. The vertical lines represent one year in time, beginning at the lower left-hand corner at sixteen and progressing in regular order until, at the lower right-hand corner we have thirty-two, representing in all a lapse of sixteen years.

To illustrate the progress of the four groups graphically, we indicate on the line representing sixteen years of age, and opposite the figure \$3,000, the young man just entering his apprenticeship. We will consider him typical of the shop-trained group. Following the line to the right, we see his average progress in earning capacity through the ensuing years, noting that at the age of twenty he is earning \$9 per week, which is five per cent. on \$9,000, he having increased his Potential Value in four years by \$6,000. We now note that his accumulated experience enables him to make more rapid progress for the next year and a half, and from the age of 20 to 21½ we find that his pay has increased to \$13.20 and his Potential Value \$15,800. Observation shows that five per cent. of the apprentices acquiring the machinist's trade rise above the line made by our average man, 35 per cent. follow the line closely, and that during the period of training 20 per cent. leave of their own accord; 40 per cent. are found unworthy or incompetent.

The third group are those fortunate enough to have had the opportunity of entering a trade school, which they do at sixteen years of age, devoting the next three years of their lives to acquiring a trade under competent instruction and at the same time adding to their store of rudimentary theoretical education. At the age of nineteen a trades' school man enters a machine shop and can command \$12 per week, equal to the apprentice at twenty-one years of age. The three years in school have increased his Potential Value

POTENTIAL VALUES UPON WHICH 5% IS EARNED FOR FIFTY WEEKS A YEAR

EACH HORIZONTAL LINE REPRESENTS A DIFFERENCE OF \$1000.00

EACH VERTICAL LINE REPRESENTS ONE YEAR.

AGES 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

TRADE GROUP

SHOP-TRAINED GROUP

TECHNICAL GROUP

UNSKILLED GROUP

\$18.80 - PER WEEK - THE AVERAGE OF THIS GROUP

\$10.20 PER WEEK - LABOR GROUP

Age	Trade Group (\$/week)	Shop-Trained Group (\$/week)	Technical Group (\$/week)	Unskilled Group (\$/week)
16	3.00	3.00	3.00	3.00
18	12.00	4.00	4.00	4.00
20	15.00	8.00	8.00	8.00
22	18.00	13.00	13.00	10.00
24	20.00	18.00	18.00	13.00
26	22.00	22.00	22.00	16.00
28	27.00	32.00	32.00	18.00
30	37.00	41.00	41.00	20.00
32	43.00	43.00	43.00	22.00

tial Value of \$20,000, or \$4,200 greater than that of the shop-trained man. The trades' school line continues at substantially the same angle up to an earning capacity of \$22 per week, and a Potential Value of \$22,000. Data are lacking as to the further progress, but the presumption is that this line will bear off more toward the horizontal, eventually paralleling the line of the shop-trained man, but much higher on the chart.

The fourth group we will represent again by a boy of sixteen studying at school until his eighteenth year, and preparing himself for admission to one of our higher institutions of technical learning, such as the Stevens Institute, the Massachusetts Institute of Technology, Columbia, Cornell and the like, where, after a four years' course, or at the age of twenty-two, he is ready to begin practical work. The statistics upon which this chart is based show the average starting wage at \$13 per week, or the same amount earned by the regular apprentice at the age of 21½, and by the trades' school graduate at the age of 19½. In other words, apparently a graduate of our technical schools has lost by his six years of preparatory study, having been beaten by the regular apprentice by six months and by the trades' school graduate by two and a half years. From this time, however, there develops a most interesting and instructive line of progress. The regular apprentice, who is earning \$13.50 a week at the time the technical graduate is earning \$13, is overtaken in six months, and we find both earning \$14 per week, and the



technical graduate reaches the \$15.80 line nearly one year before the regular apprentice. In other words, while it has taken the regular apprentice from his twenty-first to his twenty-fourth year, or three years, to increase his wages from \$11.50 to \$15.80 a week, the technical graduate has done the same in fifteen months.

Progress now continues on substantially the same line, and we find the technical graduate earning \$22 per week and crossing the line of the trades' school group in three years' time, a worthy tribute to the higher education and attainment.

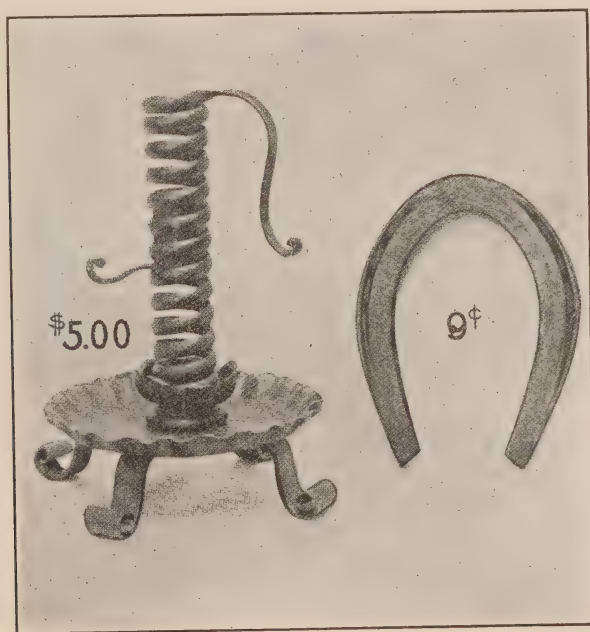
The line of the technical graduate now continues divergent from that of the trades' school graduate, with earning capacity regularly increasing, and a corresponding augmentation of Potential or Invested Value, until, at the age of thirty-two, or ten years after entering upon the practical work, we find our technical graduate earning \$43 per week, and his Potential Value

at \$43,000. In other words, six years of preparation have enabled him to distance the shop-trained man and the trades' school graduate overwhelmingly.

The value of the worker is increased owing to the increased value of the product he is able to turn out. The way the application of skill and knowledge applied to raw material increases its value is shown in the accompanying photographs.

The clay was a six-pound lump worth twelve cents. It could be made into the utilitarian bean pot selling for thirty cents. Made into the vase that twelve cent material by the addition of applied art and skill is fashioned into a thing of beauty and made worth \$25. A similar increase in value due to the application of skill is shown in the comparison of the horseshoe and the wrought iron candlestick.

In connection with the Technical High School of Springfield, Mass., there is held an evening school of trades. In giving evidence before the



Massachusetts Commission on Industrial and Technical Education, the report of which was issued last April, Mr. Charles Warner, the Principal of that school, says: "It appears that every man who answered the enquiries (80 per cent.) acknowledged that he had received direct benefit from the instruction which he had received in the school. . . . Not one had failed to receive an increase in salary; six had received an increase of \$2 per day; five \$1.25; while the average increase in all classes was no inconsiderable sum."

Much more might be said to still further prove the statement that technical instruction has a decided dollar and cents value to the recipient and to the community in which he lives, but space will not allow.

In order to understand the full bearing and significance of technical education we must see how it affects human labour and industry, for the whole question is one of economics, though it also has a strong sentimental side. It has as much to do with practical life as the employment of the elec-

tric car instead of horses or the use of the electric light in lieu of farthing rushlights. Labour is said to be the application of two powers, first skill and then force. The product, as has been shown, is valuable in the proportion in which it shows skill. This is just as true in the making of a kitchen table as it is in the performance of a skilful surgical operation. The skilled workman is the one who produces something of greater value out of the same material than the unskilled workman and with less waste of time and material. He is, therefore, a more profitable agent to employ than the unskilled, and his work being more valuable he receives a higher compensation for it, while his employer finds a ready market, at high prices. The purchaser is better satisfied with the article and willing to pay a higher price for it than for one showing no skill. So the application of skill and taste in the production of an object gives (1) to the workman higher wages; (2) to the employer larger profits, and (3) more satisfaction to the purchaser.

So important is this question considered that various firms in the United States have established schools for apprentices. Amongst these are Hoe and Co., manufacturers of printing presses; Browne and Sharpe, machinists and manufacturers of fine tools, and the Edison Electrical Works. As the organization of these schools is full of suggestion, I give the following account of the methods adopted in connection with the school carried on by Browne and Sharpe from particulars supplied by the company. Applicants for admission to apprenticeship must be from sixteen to eighteen years of age. The first eight weeks of service constitutes a term of trial. The agreement provides that a premium be paid of fifty dollars and if the apprenticeship be completed satisfactorily the firm agrees to pay a sum of \$150. The term of service is four years. Graduates of the Providence Manual Training School may have their term of apprenticeship shortened at the discretion of the company. Apprentices are paid for each hour of actual service, for the first year six cents, for the second year eight cents, for the third year ten cents, and for the fourth year fourteen cents. When a boy begins work he is loaned a set of tools. If he is accepted at the end of his trial term these tools are sold to him and his name marked on each. A handbook for apprentice machinists, published by the company, is given to them. Should a boy come from a distance and have to board, a good place is selected for him and if ill at any time put in the way of receiving proper medical attention. An excellent library is maintained at the company's expense free for the use of all. The firm employs one man whose duty it is to look after the apprentices, both in and out of the shops, see that they have fair treatment, proper instruction as to the use of tools and to settle any grievances. The boys attend the Rhode Island School of Design and the evening public schools, paying particular attention to drafting and mathematics. Forty boys a year are taken. Of those who complete their apprenticeship a few are remarkably well qualified, over three-quarters are turned out good intelligent machinists, while the rest are only passable.

SITUATION IN ONTARIO.

The greater portion of the following was sent to the late Deputy Minister of Education in 1905, but as the observations then made are still pertinent to the situation I beg to repeat them, substituting the latest figures available.

The public school enrollment of this Province is 446,494. Of these 85,469 are in the fourth book and 16,313 in the fifth book, that is at about fourteen years of age a great many pupils disappear from the records. The high school enrollment is 28,661. This great disparity between public and

high school attendance is common to other countries, but that is no reason why we should calmly accept it and not attempt to find the causes and apply the remedies. In the report of the United States Commissioner of Labour his question is dealt with as follows:—

“The parents of these boys and young men are confronted with the question, Will it pay me to send my son to school for another year, or will he receive sufficient benefit from it to warrant my making the necessary sacrifice? The fact that such a very large proportion of the parents answer the question as they do is proof to me that something should be done towards affording more adequate means for secondary technical education. Thus from all sides—from the manufacturer who feels the need of more intelligent workers, from the young men who desire a training which will directly help them in a practical way, from their parents who have to make the sacrifice in order that they may get more training, from every direction—we are getting more and more proof of this need for the kind of technical training adapted to the needs of those who are going to enter our industries as artisans.”

Public school education has had as its objective point the passing of the entrance examination, which a large proportion of the pupils never attempt.

The introduction of art, nature study, and constructive work should do and are doing much to give a more practical trend to public school education, but a curriculum on paper without efficient teachers is of little value. From observation and correspondence I am forced to the conclusion that a large number of our teachers are without the necessary knowledge to enable them to teach these subjects. A small departmental grant would encourage their introduction. This would only need to be continued until they were firmly established, and their value recognized. To give to the teachers the knowledge lacking, steps such as the following might be taken:—

1. The issue of bulletins by the Department.
2. Establishing centres of instruction.
3. Encouraging correspondence regarding difficulties.

4. The institution of small circulating libraries containing (say) twenty of the best books on these subjects, accompanied by a brief explanatory pamphlet.

Considerable attention should be devoted to practical work in the rural schools, which educate nearly 58 per cent. of the children of the Province. Art, constructive work and nature study should receive much thought and the teachers put in the way of giving efficient instruction. We might well adopt that provision in the school law of Nova Scotia, which prescribes that a “superior” school must possess one bench and a set of tools.

Some steps should be taken to retain the many pupils who disappear at the end of the fourth book, and their retention can only be secured by providing such education as will meet their needs in later life. The Royal Commission says: “As a consequence (of the introduction of these subjects) the school attendance is improved, the children remain at school to a more advanced age and much time is gained for the purposes of education. Manual Training and Household Science are now established in eighty centres, but there is room for extension and urgent need for disseminating information as to their advantages. As a sound basis for higher technical education they are of great value.”

The success that has attended the travelling dairy school suggests the thought of a travelling Manual Training and Household Science school. An equipment for each subject could be purchased and teachers engaged. These might be located in one centre for six or twelve months and the authorities of the town or district would have every opportunity of observing the effects

of the work and judging its results. At the end of the fixed period both teachers and equipment could be moved to another centre. In this way more localities would be induced to take up the subjects.

Up to the present our educational system has concerned itself almost entirely with preparation for college life and the so-called learned professions, and those who have neither the inclination nor the opportunity to take up either have been neglected and not considered fit subjects for educational effort. Every interest in the Province demands consideration and schools of the following classes are required:—

1. Agricultural High Schools or classes.
2. Technical High Schools or classes.
3. Commercial High Schools or classes.
4. Academic High Schools.

Many of the smaller towns would not be able to support, and have no need of, a separate technical school, but an industrial side might well be established in connection with their high schools, embracing woodwork, metal work, household science, mechanical drawing, and science and art, and the instruction should have a practical relation to the work for which it is fitting the students.

The present type of high school meets the demand for academic training, but generally speaking does not offer facilities to those whose bent is towards industrial pursuits. They prepare for the university and for entrance to the teaching profession, but we have no feeder for the School of Practical Science, the School of Mines, or the Agricultural College.

We require an intermediate grade of school which shall establish a connection between the fourth and fifth books of the public school and the Agricultural College. This connection could be made by the formation in suitable localities, of schools in which agricultural operations and the sciences underlying them would form the major part of the instruction. The equipment of such a school should consist of garden plots, glass houses, manual training rooms, household science rooms, in addition to ordinary class rooms for academic work. Such a school would adequately equip pupils for the college, give an inclination towards country life and might reasonably be expected to arouse the interest of the people. The farmers' and womens' institutes should have their attention directed to these questions and their co-operation secured.

A school such as is suggested would serve as the secondary school for farmers. The first experiment of this kind was the Minnesota School of Agriculture. The course covers three winters of six months each, leaving the student on the home farm during the six crop months. Eighty-two per cent. of the graduates remain in agriculture and seventy per cent. actually return to the farm. This school has now five hundred students and the State is equipping it for double its present capacity. About one-third of the course of study is devoted to common high school studies, one-third to sciences and arts of agriculture and one-third to related sciences. The North Dakota College at Fargo and the University of Nebraska at Lincoln have followed this plan and each has now an agricultural high school with several hundred students. A large proportion of the students who enter these schools expect to remain on the farm, would not be so much attracted to other schools and probably would not go beyond the rural school.

There is also needed a type of school which will have special reference to the industrial life of the towns and cities. Such a school would attract a large number of those who at present never enter a high school, and do something while educating the student, towards supplying that training for

industrial life which the rapid decay of the apprenticeship system is now preventing.

Such a school should seek to—

1. Provide from one to four year courses for boys and girls who are inclined towards some form of productive industry.

2. Provide a continuation course for those who wish to specialize along particular lines.

3. Provide a comprehensive system of technical evening classes for those actually engaged in the trades.

Outside Hamilton, Toronto, and Brantford evening classes are practically non-existent. While agriculture is the staple industry, yet the different mechanical trades are of great importance and education specially designed to assist their intelligent practice is greatly required.

A few years ago there were six art schools in various parts of the Province. To-day two survive and these are engaged in a constant struggle to provide the necessary funds. They should be directed by the regularly constituted educational authorities, and placed on a sound financial basis. We need a Provincial Art School to which students of promise might come from various parts of the Province and thus avoid the necessity of going abroad.

We require an industrial museum which would be a standing exhibition of the capabilities, methods and triumphs of skilled and educated labour. Such a museum would do much to stimulate trade and industry, and is a leading feature in the technical educational systems of many foreign countries.

In closing this report, I beg sincerely to thank you, Sir, as well as the Deputy Minister and the Superintendent for the cordial help I have received towards carrying on the important work in which I have the honour to be engaged.

I am your obedient servant,

ALBERT H. LEAKE.

APPENDIX P.—COUNTY

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of assistants with first class certificates.	No. with second class.
1 Athens	C. R. MacIntosh	I	\$800	1901	All day	.....	4
2 Barrie	W. J. Hallet, B.A.	I	1,000	1893	"	1	7
3 Beamsville	H. J. Talbot	I	700	1905	"	.....	4
4 Berlin	J. Suddaby	I	1,150	1877	4½ hours	.....	10
5 Bracebridge	Wm. Rannie	I	†280	1902	All day	.....	5
6 Bradford	A. N. Sorrow	I	800	1902	"	.....	4
7 Brampton	Jas. A. Underhill	I	950	1903	"	1	8
8 Caledonia	John B. Widdis	I	750	1902	"	.....	3
9 Chatham	J. W. Plewes	I	1,300	1900	"	1	25
10 Clinton	W. R. Lough	I	900	1884	"	.....	7
11 Cornwall	S. J. Keys, B.A.	I	1,100	1902	"	.....	12
12 Durham	Thos. Allan	I	800	1888	"	.....	5
13 Elora	B. Percy Overholt	I	800	1906	5½ hours	2	3
14 Forest	Chas. Ramsay	I	700	1906	"	.....	6
15 Gananoque	J. C. Linklater	I	1,150	1888	All day	.....	8
16 Goderich	Jas. H. Tigert	I	900	1902	"	2	7
17 Hamilton	John B. Robinson, B.A. ...	I	1,200	1902	"	5	2
18 Ingersoll	H. F. McDiarmid	I	1,000	1885	"	2	12
19 Kincardine	John H. Garner	I	800	1906	"	.....	3
20 Kingston	R. F. Greenlees	I	850	1902	"	3	42
21 Lindsay	G. E. Broderick	I	1,200	1888	"	1	19
22 London	G. B. Kirk	I	1,250	1900	"	1	8
23 Madoc	P. Huyck	I	750	1905	"	2	2
24 Meaford	M. N. Clark, B.A.	I	950	1899	"	.....	8
25 Milton	W. F. Inman	I	800	1893	"	1	4
26 Minden	W. T. Arthurs	II	550	1904	4 hours	.....	2
27 Morrisburg	C. D. Bouck	I	700	1903	5½ "	1	4
28 Mt. Forest	G. R. Theobald	I	950	1900	All day	.....	7
29 Napanee	C. H. Edwards, B.A.	I	1,000	1899	"	1 (B.A.)	6
30 Newmarket	J. F. Harvey, B.A.	I	1,000	1903	"	2	4
31 Norwood	R. H. Leighton	I	700	1902	"	.....	4
32 Orangeville	M. N. Armstrong	I	800	1885	"	.....	9
33 Owen Sound	T. A. Reed	I	1,100	1894	"	2	25
34 Parry Sound	A. M. Currie	I	800	1896	"	.....	5
35 Perth	M. M. Jaques	I	1,000	1884	"	.....	7
36 Picton	T. C. Tice	I	950	1905	"	1	7
37 Plantagenet Bi-lingual	V. Hector Gaboury	I	500	1906	"	.....	1
38 Port Arthur	W. A. Stickle	I	1,150	1903	"	1	11
39 Port Hope	A. A. Jordan	I	1,100	1903	"	1	13
40 Port Perry	R. F. Downey	I	800	1902	"	.....	3
41 Prescott	H. W. Kerfoot, B.A.	I	1,000	1903	"	.....	6
42 Renfrew	Jno. E. Anderson, B.A. ...	I	850	1905	"	.....	8
43 St. Thomas	*S. Silcox, B.A., D.Paed. ...	I	1,350	1899	"	2	8
44 Sault Ste. Marie	Jno. M. Kaine	I	1,100	1904	"	2	3
45 Sarnia	W. J. Karr, B.A.	I	800	1906	"	.....	9
46 Simcoe	Isaac S. Rowat	I	800	1889	"	1	7
47 Stratford	*Jas. Russell Stuart	I	1,300	1887	"	4	25
48 Strathroy	Thomas Dunsmore	I	850	1882	"	.....	9
49 Toronto	W. E. Groves	I	1,750	1895	"	1	10
50 Toronto Junction	Wm. Wilson	I	1,200	1889	"	1	4
51 Vankleek Hill	S. A. Hitsman	I	820	1904	"	1	3
52 Walkerton	James Campbell	I	850	1906	"	1	7
53 Welland	John Flower	I	750	1905	"	.....	4
54 Whitby	J. A. Brown	I	950	1877	"	4	3
55 Windsor	David M. Eagle	I	1,100	1901	"	.....	7
56 Woodstock	S. Nethercott	I	1,000	1893	"	.....	22
Totals	10 University Graduates	55 I; 1 II	\$948	.....	.....	48	461

* Also Inspector of Public Schools.

† For the term.

‡ Average annual salary.

MODEL SCHOOLS, 1906.

No. with 3rd class.	No. with other class.	Time assistant relieved Principal from Public School work daily.	Is separate room provided.	No. of volumes in professional library.	Government grant.	Municipal grant.	Fees.	No. of divisions in school or schools.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe.	No. of students sent at one time to teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1	1	All day.	Yes	30	\$150	\$150 00	\$150 00	5	5	6	6	4 weeks	6 weeks
2	..	"	"	150	150	150 00	155 00	2	8	4	4	6	6
3	..	"	"	194	150	150 00	80 00	4	4	4	4	"	5
4	..	"	"	150	300	300 00	110 00	11	9	7	7	6	6½
5	2	"	"	150	300	.....	65 00	10	7	2	2	6	7
6	..	"	"	156	150	150 00	165 00	4	4	4 or 5	4 or 5	6	7
7	..	"	"	162	150	250 00	115 00	9	7	4	4	6	7
8	..	"	"	175	150	150 00	135 00	4	4	7	7	7	7
9	..	"	"	580	150	150 00	390 00	29	29	4	4	4	6
10	..	"	"	170	150	150 00	225 00	8	8	5 to 6	5 to 6	5	5
11	..	"	"	300	150	150 00	170 00	12	11	3	3	3	3
12	1	5 hours.	"	100	150	150 00	125 00	8	6	4	4	4	8
13	..	5½ "	"	187	150	150 00	190 00	5	5	8	8	6	7
14	..	All day.	"	166	150	150 00	170 00	6	6	5 or 6	5 or 6	4	7
15	3	"	"	206	150	150 00	40 00	12	6	2	2	6	7
16	2	"	"	168	150	150 00	220 00	11	11	5 or 6	5 or 6	6	6
17	2	1	"	650	150	150 00	195 00	10	9	2 or 3	2 or 3	1	7
18	..	"	"	171	150	150 00	95 00	14	12	4	4	5	7
19	3	"	"	157	150	150 00	100 00	7	6	3 or 4	3 or 4	6	6
20	..	"	"	230	150	150 00	130 00	45	41	3 to 5	3 to 5	7	7
21	..	"	"	144	150	150 00	245 00	20	19	3	3	3	6
22	..	"	"	146	150	87 50	240 00	11	9	5	5	2	2
23	1	"	"	275	150	150 00	105 00	5	5	4 or 5	4 or 5	4	6
24	..	"	"	161	150	150 00	150 00	9	8	4	4	6	7
25	1	1	"	164	150	200 00	155 00	7	5	2 to 5	3 to 6	6	6
26	..	"	"	205	150	150 00	30 00	3	3	3	3	7	8
27	2	5½ hours	"	150	150	150 00	170 00	7	7	6	6	5	6
28	..	"	"	175	150	150 00	245 00	7	7	7	7	7	7
29	1	2	All day.	300	150	150 00	135 00	10	9	3	3	6	6
30	..	"	"	186	150	175 00	140 00	7	7	4	4	6	7
31	..	"	"	149	150	150 00	132 50	5	5	13	5	4	4
32	1	"	"	169	150	150 00	170 00	10	10	3 or 4	3 or 4	7	7
33	1	6	"	230	150	150 00	240 00	12	12	4	4	5	7
34	2	2	"	185	300	.....	80 00	9	6	3	3	6	6
35	3	"	"	180	150	150 00	10 00	10	10	4 & 5	4 & 5	7	7
36	1	"	"	140	150	150 00	115 00	9	8	3	3	5	5
37	..	2	"	30	.....	450 00	.....	3	3	4 or 5	4 or 5	1	7
38	..	"	"	83	300	.....	.....	12	12	1	1	5	6
39	1	"	"	200	150	380 00	328 00	15	15	4 to 5	4-5	6	6
40	3	"	"	173	150	150 00	95 00	6	6	3 to 4	3 to 4	6	6
41	1	"	"	210	150	150 00	150 00	7	7	2 or 3	2 or 3	7	7
42	1	"	"	150	150	150 00	285 00	9	9	6 or 7	6-7	4	5
43	1	"	"	187	150	150 00	225 00	11	11	5 or 6	5 or 6	5½	5½
44	2	"	"	80	300	.....	90 00	7	7	4	4	6	6
45	..	"	"	165	150	150 00	170 00	9	8	4 or 5	4 or 5	6	6
46	..	All day.	"	224	150	150 00	160 00	8	8	4	4	4	5
47	1	"	"	578	150	150 00	330 00	30	30	3	3	6	6
48	..	All day.	"	177	150	150 00	190 00	9	9	3 or 4	3 or 4	6	6
49	3	"	"	130	150	.....	130 00	12	11	26	2 to 3	2	6
50	..	"	"	150	150	175 00	95 00	11	11	3	3	6	6
51	..	"	"	211	150	450 00	95 00	4	4	4 or 5	4 or 5	3	7
52	..	"	"	175	150	150 00	180 00	9	9	4	4	6	6
53	1	"	"	109	150	150 00	110 00	5	5	4 or 5	4 or 5	5	6
54	..	"	"	200	150	150 00	90 00	7	7	6	6	6	7
55	1	"	"	166	150	150 00	235 00	9	9	5 or 6	5 or 6	4	5
56	5	2	"	300	150	150 00	170 00	30	20	2	2	6	8
44	21	.....	.....	10,910	9,000	8,767 50	8,150 50	.....	.....	.....	.....	.....	.....

APPENDIX P.—COUNTY

Name of Model School.	No. of weeks students teach in the divisions.	No. of hours per day.	Number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of such lessons.	Time students remain in a division before passing to another.
1 Athens	6 to 7	5	13	20	46	20 minutes...	1 week
2 Barrie	8	1	18	19	32	18 " ..	1 "
3 Beamsville	8	2	9	26	46	20 " ..	1 "
4 Berlin	6	1 $\frac{3}{4}$	16	12	15	25 " ..	1 "
5 Bracebridge	6	1	7	20	37	20 " ..	4 days
6 Bradford	6	1 $\frac{1}{2}$	10	16	53	20 " ..	4 "
7 Brampton	6	1 to 1 $\frac{1}{2}$	15	18	29	20 " ..	4 "
8 Caledonia	6	2 $\frac{1}{2}$	10	14	40	25 " ..	1 or 1 $\frac{1}{2}$ weeks
9 Chatham	6	1 $\frac{3}{4}$	35	19	43	20 " ..	1 week
10 Clinton	6	1 $\frac{3}{4}$ to 2 $\frac{1}{2}$	18	17	22	18 " ..	3 to 4 days...
11 Cornwall	5	1 $\frac{1}{2}$	22	18	27	15 " ..	2 days
12 Durham	4	1 $\frac{1}{2}$	14	15	27	20 " ..	3 "
13 Elora	5	1 $\frac{1}{2}$	12	14	45	25 " ..	1 day
14 Forest	6	1 $\frac{1}{2}$	17	18	36	20 " ..	1 week
15 Gananoque	5	1 $\frac{1}{2}$	13	20	13	20 " ..	1 "
16 Goderich	5	1 $\frac{3}{4}$	32	20	27	20 " ..	4 days
17 Hamilton	7	1	126	22	4	20 " ..	2 "
18 Ingersoll	5	1 $\frac{1}{2}$	15	9	11	18 " ..	4 "
19 Kincardine	6	1 $\frac{1}{2}$	18	24	24	20 " ..	1 week
20 Kingston	7	1 to 1 $\frac{1}{4}$	43	16	10	20 " ..	1 "
21 Lindsay	5	1 $\frac{1}{2}$	50	20	20	20 " ..	2 days
22 London	10	1	9	16	85	20 " ..	2 "
23 Madoc	7	2 $\frac{1}{2}$ to 3	14	20	30	15 " ..	2 "
24 Meaford	5	1 $\frac{1}{2}$	10	20	44	18 " ..	2 "
25 Milton	6	1 $\frac{3}{4}$	18	20	31	20 " ..	1 week
26 Minden	5	1 $\frac{1}{2}$	13	24	11	20 " ..	1 day
27 Morrisburg	6	1 $\frac{3}{4}$ to 2	10	19	74	20 " ..	1 week
28 Mount Forest	5	2 $\frac{1}{2}$	16	14	43	18 " ..	2 days
29 Napanee	5	1 to 1 $\frac{1}{2}$	18	25	37	25 " ..	1 week
30 Newmarket	6	1 $\frac{1}{2}$ to 1 $\frac{1}{2}$	20	22	24	25 " ..	1 "
31 Norwood	6	1 $\frac{1}{2}$	11	15	34	20 " ..	2 days
32 Orangeville	6	1 $\frac{1}{2}$	20	18	30	20 " ..	1 week
33 Owen Sound	4	1	21	18	41	20 " ..	2 days
34 Parry Sound	6	1	10	22	37	20 " ..	1 week
35 Perth	7	1 $\frac{1}{2}$	20	18	38	20 " ..	1 "
36 Picton	8	1	11	23	48	20 " ..	4 days
37 Plantagenet	6	2 $\frac{1}{2}$	11	20	25	25 " ..	1 week
38 Port Arthur	6	1	16	29	13	20 " ..	1 "
39 Port Hope	5	2	18	14	44	20 " ..	1 "
40 Port Perry	6	1 to 1 $\frac{1}{2}$	12	23	37	20 " ..	1 "
41 Prescott	7	1 $\frac{1}{2}$	15	21	29	20 " ..	1 "
42 Renfrew	8	1 $\frac{1}{2}$	15	20	76	25 " ..	2 days
43 St. Thomas	6 $\frac{1}{2}$	1 $\frac{1}{2}$	13	20	60	20 " ..	4 "
44 Sault Ste. Marie	6	1 $\frac{1}{2}$	7	20	51	20 " ..	1 week
45 Sarnia	7	1 $\frac{1}{2}$	20	21	36	20 " ..	1 "
46 Simcoe	5	1 $\frac{1}{2}$	16	14	28	20 " ..	2 days
47 Stratford	6	1	80	25	21	20 " ..	1 week
48 Strathroy	6	1 to 1 $\frac{1}{2}$	27	24	34	20 " ..	2 to 3 days ..
49 Toronto	4	1 to 1 $\frac{1}{2}$	12	20	43	25 " ..	1 day
50 Toronto Junction	6	1	14	18	24	20 " ..	3 days
51 Vankleek Hill	4	2	11	20	35	20 " ..	1 week
52 Walkerton	5	1 $\frac{1}{2}$	12	18	54	20 " ..	3 days
53 Welland	7	1 $\frac{1}{4}$ to 1 $\frac{1}{2}$	11	15	30	20 " ..	2 "
54 Whitby	6	2 $\frac{1}{2}$	17	25	28	20 " ..	4 "
55 Windsor	5	2 $\frac{1}{4}$	11	20	85	20 " ..	2 "
56 Woodstock	5	1 $\frac{1}{2}$	20	21	36	30 to 45 mins.	4 "
Totals							

MODEL SCHOOLS, 1906.—*Concluded.*

Number of students on roll.	Male.	Female.	Number who passed the examination.			Number with Senior Teachers standing.	Number with Junior Teachers standing.	Number with District certificate standing, or standing lower than Junior Teachers'	Allowance made by Trustees to Principal's assistant or assistants.	Number of renewals granted by the Board (except those good for six months to enable the teacher to attend Normal.)	Average age of students.
			Male.	Female.	Total.						
1	30	4	26	4	26	30	1	17	\$135	17	19 yrs.
2	31	6	25	5	25	30	...	18	.....	14	18.8 "
3	16	3	13	3	13	16	...	8	160	6	19 "
4	21	6	15	5	8	13	1	13	140	.....	19 "
5	13	...	13	...	12	12	...	6	.....	4	18 "
6	33	6	27	6	26	32	...	15	150	15	17.82 "
7	24	7	17	6	17	23	2	7	125	.....	19.5 "
8	27	4	23	3	23	26	1	16	150	.....	18 "
9	78	19	59	19	56	75	6	44	260	14	18 "
10	45	16	29	16	29	45	3	34	140	14	18.8 "
11	34	5	29	5	28	33	2	21	.....	14	18 "
12	25	5	20	4	20	24	2	11	200	7	18 "
13	38	10	28	10	28	38	6	26	150	1	18.75 "
14	34	9	25	9	25	34	1	33	225	.....	18 "
15	8	...	8	...	8	8	...	6	175	6	18 "
16	44	13	31	13	30	43	5	35	175	14	18.6 "
17	39	7	32	7	30	37	1	28	.....	12	19.33 "
18	19	4	15	4	15	19	...	15	200	2	19 "
19	20	4	16	4	16	20	1	15	200	6	18.5 "
20	27	...	27	...	27	27	2	18	.....	14	18.5 "
21	49	16	33	16	32	48	...	36	.....	13	18.90 "
22	48	10	38	10	36	46	3	32	250	3	18.9 "
23	21	5	16	4	16	20	5	6	150	12	18.6 "
24	22	10	12	10	12	22	3	13	200	5	18.5 "
25	28	7	21	7	20	27	2	19	250	6	18.57 "
26	6	...	6	...	6	6	...	6	50	6	18 "
27	39	12	27	12	27	36	6	27	200	5	19 "
28	49	15	34	15	34	49	4	36	130	.....	18.1 "
29	27	8	19	8	19	27	2	18	350	12	19 "
30	28	8	20	8	20	28	...	28	175	2	18 "
31	26	7	19	6	19	25	2	16	130	6	18 "
32	34	4	30	4	30	34	...	20	144	11	18 "
33	48	13	35	12	32	44	8	31	.....	4	18.25 "
34	17	...	17	...	17	17	...	1	.....	13	19 "
35	42	7	35	7	32	39	1	37	178	12	18 "
36	23	6	17	6	16	22	...	21	150	7	18 "
37	14	2	12	2	12	14	...	...	.....	...	17.95 "
38	7	...	7	...	7	7	...	3	225	3	18.4 "
39	67	16	51	14	47	61	9	42	.....	2	18.33 "
40	19	5	14	5	14	19	...	13	200	14	18.52 "
41	19	6	13	6	13	19	...	16	200	6	19 "
42	57	1	56	1	56	57	1	21	150	20	18.4 "
43	44	13	31	12	28	40	5	33	.....	...	18.5 "
44	18	1	17	1	17	18	2	4	200	2	20 "
45	34	4	30	4	30	34	1	28	.....	...	19 "
46	32	12	20	10	17	27	...	21	160	7	18.75 "
47	66	13	53	10	51	61	15	41	.....	1	18.5 "
48	38	9	29	9	29	38	2	36	175	.....	18.73 "
49	26	...	26	...	24	24	1	24	302	2	19.4 "
50	19	4	15	4	15	19	1	13	.....	3	18 "
51	19	6	13	6	13	19	...	11	170	12	19.6 "
52	36	17	19	17	19	36	1	20	175	7	18 "
53	22	2	20	2	20	22	2	11	150	5	18.7 "
54	19	5	14	5	14	19	3	12	180	2	18.5 "
55	47	9	38	9	38	47	3	29	200	10	18.74 "
56	34	8	26	8	26	34	3	29	.....	5	18.44 "
1,750	389	1,361	373	1,320	1,693	119	1,134	497	.....	.....	18.55 vrs.

APPENDIX Q.—PROVINCIAL NORMAL AND MODEL SCHOOLS, ONTARIO NORMAL COLLEGE.

I. PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

1907.

1. Staff of Toronto Normal School.

Wm. Scott, B. A.	Principal.
W. H. Elliott, B. A.	Vice-Principal.
A. C. Casselman.	Drawing Master.
A. T. Cringan, Mus. Bac.	Music Master.
Jas. H. Wilkinson.	Instructor in Manual Training
Miss Nina A. Ewing.	Instructor in Household Economics.
Miss Mary E. Macintyre.	Instructor in Kindergarten Principles.
Mrs. Jean Somers.	Instructor in Calisthenics.
Mrs. Emma Macbeth.	Instructor in Needlework.
Q.-M. Sergt. J. S. Legge.	Instructor in Drill.
Mrs. M. W. Brown.	Instructor in Reading.

Students Admitted, Session 1906-7

Male.	5
Female.	146
Total.	151

2. Staff of the Provincial Model School, Toronto.

Angus McIntosh.	Head Master.
Miss M. Meehan.	First Female Assistant.
R. W. Murray, B. A.	First Male Assistant.
Miss May K. Caulfeild.	Assistant.
Miss A. F. Laven.	Assistant.
Thomas M. Porter.	Assistant.
Milton A. Sorsoleil.	Assistant.
Miss F. M. Taylor.	Assistant.
Miss A. E. G. Wilson.	Assistant.
Miss Hope Merritt.	Assistant.
A. C. Casselman.	Drawing Master.
A. T. Cringan, Mus. Bac.	Music Master.
Miss Mary E. Macintyre.	Kindergarten Directress.
Miss Ellen Cody.	Kindergarten Assistant.
Mrs. Jean Somers.	Instructor in Calisthenics.
Mrs. Emma Macbeth.	Instructor in Needle Work.
Q.-M. Sergt. J. S. Legge.	Drill Master.
Guy de Lestard.	French Master.
Jas. H. Wilkinson.	Instructor in Manual Training
Miss Nina A. Ewing.	Instructor in Household Economics.

Number of pupils in 1906.	542
Number of Kindergarten pupils in 1906.	55

II. PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

1907.

1. Staff of Ottawa Normal School,

James F. White, LL.D.	Principal.
S. B. Sinclair, M.A., Ph.D.	Vice Principal
J. A. Dobbie	Drawing and Writing Master.
T. A. Brown	Music Master.
Miss E. H. Keyes, B.E.	Instructor in Elocution and Physical Culture.
Miss Eliza Bolton	Lecturer on Kindergarten Principles.
Alice E. Robertson	Lecturer on Household Science.
J. S. Harterre	Instructor in Manual Training.

Students Admitted, Session 1906-7.

Male	4
Female	89
Total	93

2. Staff of Provincial Model School, Ottawa.

J. H. Putman, B.A.	Head Master.
J. F. Sullivan	First Assistant.
F. A. Jones	Second Assistant and Drill Instructor.
Miss M. R. Elliott	Third Assistant.
Miss M. E. Butterworth	First Female Assistant.
Miss Evelyn Weir	Second Female Assistant.
Miss A. G. Hanahoe	Third Female Assistant.
Miss J. Foster	Fourth Female Assistant.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
J. A. Dobbie	Drawing and Writing Master.
T. A. Brown	Music Master.
Miss E. H. Keyes, B.E.	Teacher of Physical Culture.
Miss A. Enid Robertson	Teacher of Domestic Science.
J. Fleury	French Teacher.
J. S. Harterre	Manual Training Instructor.

Number of pupils, 1906	334
Number of Kindergarten pupils, 1906	59

III.—PROVINCIAL NORMAL SCHOOL, LONDON.

1907.

Staff of London Normal School,

F. W. Merchant, M. A., D. Pæd.	Principal.
John Dearness, M. A.	Vice Principal.
S. K. Davidson	Drawing Master.
Fred. L. Evans	Music Master.
Miss Ada Butchart	Instructor of Household Science.
Albert Slatter	Physical Instructor.
Miss Jean R. Laidlaw	Teacher of Kindergarten Principles.
Sugden Pickles	Manual Training Instructor.

Students Admitted, Session 1906-7.

Male	12
Female	89
Total	101

IV. ONTARIO NORMAL COLLEGE.

1907.

Officer:

R. A. Thompson, B.A., Acting Principal.

Faculty:

F. Tracy, B.A., Ph.D.	Lecturer on Philosophy and History of Education.
A. H. Abbott, B.A., Ph.D.	Lecturer on Psychology
R. A. Thompson, B.A.	Lecturer on School Management.
J. B. Turner, B.A.	Lecturer on Methods in Chemistry, Botany and Zoology.
J. T. Crawford, B.A.	Lecturer on Methods in Mathematics
W. M. Logan, M.A.	Lecturer on Methods in Classics.
E. S. Hogarth, B.A.	Lecturer on Methods in Modern Languages
E. F. Macpherson, B.A.	Lecturer on Methods in Literature, Composition, Reading and Elocution.
S. A. Morgan, B.A., D.Pæd.	Lecturer on Methods in English Grammar and Rhetoric.
A. Paterson, M.A.	Lecturer on Methods in History and Geography.
J. Gill, B.A., B.Pæd.	Lecturer on Methods in Physics.
J. C. McCabe, M.D.	Lecturer on School Hygiene and Sanitation.
G. L. Johnston, B.A.	Lecturer on Writing and Drawing.
Miss M. C. Macpherson, B.A.	Domestic Science Instructor.
W. Bailey.	Manual Training Instructor.
J. Johnson.	Music.
J. J. Syme, Sergt	Drill, Gymnastics and Calisthenics.

Students Admitted, Session, 1906-1907.

Male	52
Female	139
Total	191

APPENDIX R.—HIGH SCHOOL CADET CORPS, 1906.

Name of School.	Number of Officers N. C. Officers, and Boys pres- ent at time of inspection.	Drill.	Remarks of Militia Offi- cers on the Efficiency of the Corps.
Arthur.....	37	Very good.....	Satisfactory
Barrie.....	59	Very good.....	Satisfactory
Brantford.....	47	Very good.....	Satisfactory
Brockville.....	32	Good.....	Satisfactory
Cobourg.....	47	Very good.....	Satisfactory
Collingwood.....	40	Good.....	Satisfactory
Dundas.....	39	Good.....	Fairly satisfactory
Galt.....	35	Very good.....	Satisfactory
Guelph.....	54	Excellent.....	Satisfactory
Hamilton.....	41	Good.....	Satisfactory
Ingersoll.....	48	Excellent.....	Satisfactory
Lindsay.....	39	Very good.....	Satisfactory
London.....	41	Very good.....	Satisfactory
Morrisburg.....	35	Good.....	Satisfactory
Mount Forest.....	37	Very good.....	Satisfactory
Napanee.....	43	Very good.....	Satisfactory
Niagara Falls.....	36	Fair.....	Unsatisfactory
Norwood.....	24	Good.....	Satisfactory
Orillia.....	39	Indifferent.....	Fair only
Ottawa.....	55	Very good.....	Satisfactory
Owen Sound.....	50	Good.....	Satisfactory
Peterborough.....	41	Good.....	Satisfactory
Port Perry.....	31	Good.....	Very satisfactory
Ridgetown.....	41	Good.....	Satisfactory
St. Catharines.....	39	Very good.....	Very satisfactory
St. Thomas.....	48	Very good.....	Satisfactory
Sarnia.....	33	Good.....	Satisfactory
Seaforth.....	45	Fair.....	Satisfactory
Strathroy.....	30	Good.....	Satisfactory
Toronto:			
Harbord.....	47	Fair.....	Fairly satisfactory
Jameson.....	39	Fair.....	Satisfactory
Jarvis.....	46	Very good.....	Satisfactory
Public Schools, Toronto:			
Jessie Ketchum.....	48	Very good.....	Satisfactory
Dufferin.....	50	Good.....	Satisfactory
Ryerson.....	37	Good.....	Satisfactory
Givens Street.....	45	Good.....	Satisfactory
Wellesley Street.....	35	Very good.....	Satisfactory
Parkdale.....	46	Good.....	Satisfactory
Uxbridge.....	40	Good.....	Satisfactory
Vankleek Hill.....	39	Good.....	Satisfactory
Woodstock.....	75	Excellent.....	Satisfactory
Total.....	1733 41 Corps		

BECK SHIELD COMPETITION.

Colonel J. Peters, D.O.C. Military District No. 1, reported on 11th June, 1906, that the following scores were made by boys from the different Cadet Corps in his District in the recent competition for the Beck Shield. The excellent score of 175, out of 200, made by the Seaforth Boys is worthy of notice.

Seaforth.....	175	Sarnia.....	129
Ingersoll.....	170	Guelph.....	129
Strathroy.....	147	Mount Forest.....	119
Arthur.....	146	London.....	92
St. Thomas.....	138		

APPENDIX S.—SUPERANNUATED TEACHERS.

(Continued from Report of 1905.)

* I. ALLOWANCES GRANTED DURING 1906.

Register Number.	Name.	Age.	Post Office.	Years of Service.	Allowance.
1148	Crane, George.....	69	Toronto	30½	213 50
1149	Hanna, John.....	60	Mount Forest	27	183 00
1150	Macdonald, Adam Fergus .	70	Toronto	49½	336 50
1151	Masales, Geo. Washington..	62	Woodstock.....	14½	101 50
1152	Coyne, Maria H.....	60	London.....	40½	283 50
1153	Clapp, David Philip.	56	Harriston.....	34½	241 50
1154	Hamilton, George	60	Stratford.....	34½	235 00
1155	Dunn, Hannah Olivia.....	63½	Toronto.....	42	294 00
1156	Clendenning, Wm. Scott....	63	Walkerton	44½	305 50
1157	Kilpatrick, Samuel Jas.	60	Brockville	18	118 00
1158	†Hutson, Andrew	58	Victoria Harbor....	36	244 50
1159	†Williams, Eliza Anne.....	67	Toronto	42	294 00
1160	†Rankin, Wm. Kyle.....	60	Barrie	10	70 00
1161	†McTavish, Malcolm.....	74	Bowmanville.....	44	264 00
1162	†McAllister, Samuel.....	72	Toronto	48	326 00

2. SUMMARY FOR YEARS 1882-1906.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 00	1,313 50	786 86
1897.....	424	62,800 33	847 00	620 27
1902.....	407	64,244 92	1,073 50	722 78
1903.....	398	63,267 43	996 00	470 25
1904.....	392	64,259 75	934 75	987 48
1905.....	388	62,663 55	545 00	940 15
1906.....	382	63,190 00	667 00	542 87

Six teachers' subscriptions were withdrawn from the fund during 1906.

*As the sum of \$4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were \$4 less in each case than given in this list.

†Allowance commences with 1907.

APPENDIX T.—LIST OF CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1906, ETC.

1. PUBLIC SCHOOL INSPECTORS.

Andrews, David, M.A.
Carscadden, Thomas, B.A.
Fetterley, Hiram B., B.A.
McNabb, George Gibbon, M. A.
Mooney, William Thomas, B.A.
Mulloy, Chas. Wesley, B.A.

Reid, Robert, B.A.
Simpson, Earnstein, B.A.
Smith, Gilbert Acheson, B.A.
Speers, John Albert, M.A.
Trench, Wm. Wycliffe Anson, B.A.

2. HIGH SCHOOL PRINCIPALS AND SPECIALISTS.

Andrews, David, M.A.
Andrews, Robert T., B.A. (Classics).
Bishop, Chas. Peter, B.A. (Commercial).
Brown, Percy William, B. A. (Science).
Burnham, Archibald M., B.A. (Moderns and History).
Campbell, Archibald Louis, M.A.
Dickey, Mary Ada, B.A., (Moderns and History).
Fairchild, Austin H., B.A. (Mathematics).
Fetterly, Hiram B., B.A.
Fraser, James William, B.A.
Galbraith, Thomas Maxwell, B.A.
Hamilton, William J., B.A. (Science).
Hedley, William Powell, B.A. (Mathematics).
Henderson, James Vanwyck, B.A. (Classics).
Hodgson, John Eastwood, M.A. (Classics and English).
Hume, John Patterson, B.A. (Science).

Jeffries, John, B.A. (English and History, French and German).
Keefe, Reuben Daniel, B.A.
Lehmann, Carl August King, B.A. (Science).
McGuire, James, M.A. (Science).
McNab, George Gibbon, M.A. (Mathematics).
Michell, William Charles, B.A. (Classics).
Millar, Fred. Gourlay, B.A.
Mooney, William Thomas, B.A.
Norman, Lambert, B.A. (Commercial).
Race, Wilfred B., B.A., (Moderns and History).
Ramsay, William, B.A. (Classics).
Robertson, George D., B.A. (Commercial).
Sprung, Whitfield Lyman, B.A. (Mathematics).
Trench, William Wycliffe Anson, B.A.
Voaden, Arthur, B.A. (Commercial).
Webster, Samuel Charles, B.A.
Williams, Lorne Joseph, B.A.

3. HIGH SCHOOL ASSISTANTS AND SPECIALISTS.

Anderson, Lillie C.
Archer, Mary Alice.
Barnes, Chas. Lancelot, B.A.
Berlanquet, Hugh Smith, B.A. (Classics).
Bibby, Maria Victoria, B.A. (Moderns and History).
Boyd, Annie Alicia, M.A. (Science).
Bridgman, Clara Mary (Commercial).
Buchanan, John Alex. (Commercial).
Cole, Agatha St. Osyth, B.A. (Moderns and History).
Corrigan, Eugene.
Dowkes, William J.
Ewing, Florence May, B.A.
Ferguson, Elma Slater.
Fortner, Theodore G., B.A. (Moderns and History).
Galbraith, Thos. Maxwell.
Girdwood, Arthur Reginald, B.A. (Mathematics).
Hagan, James William.
Halnan, Lemen R., B.A. (Mathematics).
Hindson, Hilda Mary.
Hubbard, Joseph J.

Jenkins, Myrtle Mellaney.
Jennings, Edwin William, B.A.
Kraft, Ernestine Lisette.
Lafferty, Isabella Sarah Euphemia, B.A.
Lunny, Rosemary, B.A.
Mairs, Ethel Matilda, B.A.
Mara, Ida M.
McRae, Donella Maud, B.A. (Moderns and History).
Miller, Eva Matilda, B.A.
Ramsay, James Alex.
Reesor, Lillian M. (Commercial).
Skitch, Ernest Frederick.
Smith, Annie Maria, B.A.
Taylor, Mabel Annie.
Williams, Walter Herbert, M.A. (Moderns and History).
Willson, Alice M., B.A. (French and German).
Wilson, Mary Agnes, B.A. (Moderns and History).

4. SUMMARY OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

	Male.	Female.	Total.
First Class	37	58	95
Second Class	16	290	306
Third Class, and District, per County Model School reports ..	373	1320	1693
Manitoulin District Model Schools		25	25

5. FIRST CLASS CERTIFICATES.*

Alexander, Nessie.
Ardley, Mary Osborne, B.A.
Ball, Mary Iona.
Beattie, William Robt .
Baker, William Thomas.
Bell, James Stewart.
Brigham, Olivetta F.
Brown, Geo. Allen.
Beddie, Beatrice.
Bauer, Bernhardine Margaret.
Corkery, Florence.
Clarke, Jean Cameron.
Cantelon, John Wilfrid, M.A.
Clark, Mary Isabella.
Campbell, John E.
Doyle, Cora Catharine.
Davidson, D'Arcy M.
Dickson, Althea.
Duncanson, Mary Jean.
Doan, Arthur Wallace Ross.
Dunlop, William James.
Davy, Robt. Nelson, B.A.
Disher, Elizabeth B.
Eadie, William McLans.
Elder, Christiana Hosie, M.A.
Everson, Evelyn M.
Everts, Howard A.
Elliott, Marguerite.
Garner, John Henry.
Graham, Dougald.
Greer, Vanamber Kenneth.
Hallett, Mildred.
Hind, Edith J.
Hammond, John Edgar.
Hare, Arthur F.
Hartley, John.
Hunt, Alice M.
Hiscott, Edna Margaret.
Hamilton, Stella N.
Howson, Lexa.
Hull, Bessie Ross.
Johnston, Agnes J.
King, Elizabeth Giffard, B.A.
Kingston, Margaret Clare.
Keenan, Edward John.
Lee, Annie Marion.
LeTouzel, Constance E.
Lynch, Mary E.

Millen, Florence Edith.
McPherson, James L.
MacKay, John Malcolm, B.A.
McCutcheon, John M., B.A.
Mitchell, May.
Moffatt, Thomas Edward.
Morris, Arthur Whitman, B.A. (Honours).
Morrison, Edward, B.A. (Honours).
Mott, Stella.
Moorehouse, Walter.
McKeracher, Florence Jennie.
Mackenzie, Jessie J.
McSweeney, Mary T.
MacLennan, Helen.
McCallum, Jennie White.
Nichol, Charles O., B.A.
Noble, William Wesley.
Peregrine, May.
Purser, Florence Ethel.
Potter, Chas.
Reid, E. Lilly.
Robinson, Berta.
Runians, Minnie.
Senn, Jennie McKenzie.
Smith, James H., B.A.
Simpson, Fanny M.
Spankie, Amy I.
Stenhouse, Rebecca.
Stewart, Edith M.
Sloane, Sarah A. C.
Strachan, Helen May.
Sheppard, Alton Melancthon.
Tapscott, Harry Byron, M.A.
Taylor, Minnie.
Voaden, Frederick James.
Wallace, Donalda.
Webster, Mary A. R.
Williams, Edwin Stoddart.
Wallis, Wm.
Weese, Willimetta, B.A.
White, Harry S.
Wilson, Elizabeth A. R. V. (Honours).
Weir, Abbie P.
Webb, Daisy Mildred.
Young, Bessie Liddell.
Younger, Marion K.
Zavitz, Arthur S.

6. SECOND CLASS CERTIFICATES.

- Adams, Letitia (Honours).
 Aitken, Jennie.
 Allison, Minnie Letitia (Honours).
 Amoss, Cora Mildred.
 Anderson, Lizze Edna.
 Anderson, Maude Hannah.
 Argue, Christopher (Honours).
 Arnott, Ida Elizabeth (Honours).
 Aylward, Alma Marion.
 Allan, Jessie E.
 Argue, Lynn Georgina.
 Armstrong, Ethel M.
 Alderson, Bertha.
 Allen Lenora M.
 Allingham, Eva Maude.
 Andrew, Bessie A.
 Andrews, Mary S. M.
 Benoit, Muriel Agnes.
 Ball, Mary Maud.
 Beaven, Fanny Estella.
 Black, Alice Marguerite.
 Blatchford, Lillian Irene.
 Bonham, Hessie E.
 Book, Lillie Agnes.
 Broley, Florence C. F.
 Brown, Edna Lois.
 Buchan, Florence Mae.
 Buchner, Margaret Louise.
 Bolton, Estella.
 Brissette, Anastasia.
 Barthel, John F.
 Beckett, Nellie.
 Bergey, Joshua E.
 Birch, Olive.
 Brown, Laura A.
 Buckle, Mary.
 Brown, Margaret.
 Brennan, Eleanor.
 Burke, Katie.
 Campbell, Anna Belle.
 Campbell, Irene Kate.
 Campbell, Lucy Pearle.
 Camplin, Eva Pearl.
 Case, Zoe M.
 Clarke, Nellie A. (Honours).
 Copeland, Geo. E.
 Creighton, Phoebe May.
 Carpenter, Alma.
 Casselman, Ida B. (Honours).
 Cassidy, Annie Theresia.
 Caldwell, Margaret.
 Chidley, Clara.
 Campbell, Lily.
 Dargavel, Jean K.
 Davidson, Marie Louise.
 Devereaux, Opal Windfield.
 Dils, Mary Ethel.
 Douglass, Agnes Gray.
 Downing, Hattie May (Honours).
 Dunkin, Mabel Melissa.
 Daly, Annie E.
 Daubney, Clara (Honours).
 Davidson, Dora E.
 Dalton, Hanna.
 Dawe, Clara A.
 Dunn, Annie S. A.
 Eisler, Edith Lorena Jane (Honours).
 Eveleigh, Ethel Isabell.
 Edgar, Viola.
 Eagan, Maude.
 Elliott, Adrienne S. (Honours).
 Ewing, Jemima.
 Flint, Belsey Mary Margaret (Honours).
 Foster, Grace Elizabeth (Honours).
 Fowlie, Madge L.
 Frawley, Annie.
 French, Gertrude.
 Fair, Ada M.
 Fair, Wilmah.
 Fraser, Annie.
 Fulton, Mary S.
 Fennell, Mary E.
 Flett, Chester M.
 Folinsbee, Muriel Stevenson (Honours).
 French, Florence Lenore (Honours).
 Fraser, Christine.
 Gamble, Effie Viola (Honours).
 Gardiner, Gertrude.
 Gamble, Mary L.
 Gordon, Margaret.
 Groomes, William S.
 Giff, Florence E.
 Gosnell, Teena M.
 Grant, Jessie M.
 Gunning, Annie.
 Handley, Viola Gertrude.
 Harris, Lavinia.
 Hart, Katharine.
 Harvey, Jennie.
 Henderson, Helena Isabel.
 Henderson, Margaret Jane.
 Henry, Helena.
 Hinman, Susie Adelia.
 Holdercroft, Laura Gordon.
 Holmes, Ethel.
 Hoey, Phemia Graham (Honours).
 Hunter, Jean Alexandria.
 Haig, Margaret L.
 Hall, E. Baylie.
 Hunt, Louise E.
 Hepburn, Agnes M.
 Hollywood, Edith I.
 Iveson, Sadie E.
 Irwin, Ethel May.
 Jarvis, Edna Alma.
 Junkin, Edna Pearl.
 Jackson, Edith.
 Jordan, Carrie.
 Johnson, Elvie.
 Kennedy, Blanche Alice Louise (Honours).
 Kimber, May Agnes.
 Keays, Jessie (Honours).
 Kenneally, Margaret E.
 Kennedy, Elma.
 Knapp, Jennie.
 Kyle, Ellen.
 Kenny, Mary A.
 Kerr, Flora.
 Kilpatrick, Nina (Honours).
 Kennedy, Mary Teresa.
 Lloyd, Ethel.
 Lloyd, Felen.

6. SECOND CLASS CERTIFICATES.—*Continued*

- Lackey, Alice.
 Lang, Julian.
 Laturney, Gertrude.
 Leeson, Ella M.
 Leighton, Lillian Edith.
 Ludlam, Edna Pearl.
 Lundy, Esma E.
 Leaver, Sarah.
 Leeson, Mildred.
 LeHane, Hannah.
 Langdon, Ralph.
 Leak, Nellie.
 Lewis, Lissa.
 Lordan, Annie.
 McGregor, Daisy.
 Millar, Maggie.
 Mullen, Mamie C.
 Marsh, Cora Belle.
 Martin, Constance Devereaux (Honours).
 Merkley, Mary Ann.
 Merrill, Edna May.
 Miller, Emmaretta.
 Moffatt, Winnifred.
 Moore, Edna.
 Murray, Nellie.
 MacDougall, Grace.
 Mackenzie, Effie May.
 Mackenzie, Florence M.
 McBride, Ida Ruth.
 McCalla, Edith Maria.
 McClure, Annie.
 McCoy, Maude.
 McEwen, Elizabeth.
 McGill, Kathleen Worthington.
 McGugan, Amy S.
 McKay, Margaret Ethel.
 McKenzie, Ethel Malory (Honours).
 McNaughton, Agnes.
 Morrison, Fannie Selena (Honours).
 MacDermid, Margaret (Honours).
 McEwen, Amelia.
 McCrea, Nora.
 McLennan, Lizzie.
 McMillan, Stella.
 McNair, Elizabeth.
 Macdonald, Bella.
 Munro, Annie.
 Murphy, Lizzie.
 McClocklin, Mary L.
 McCall, Bella.
 McCracken, Rebecca E. (Honours).
 McDowell, Florence L.
 Maceachren, Ethel.
 MacEwan, Edith E. T.
 McFadyen, Hugh A.
 MacKay, Kate.
 Mackenzie, Annie J.
 McLenhan, Jessie M.
 McLennan, Maggie M.
 MacLeod, Flora.
 Mearns, Margaret.
 Michael, Mary L.
 Moody, Phoebe A.
 Murrav, Annie B.
 Macklin, Maggie.
 Miller, Opal.
 Nicklin, Daisy F. A. (Honours).
 Nunnick, Clara Electa (Honours).
 Nicol, Mary.
 Overend, Jean Viola.
 O'Keeffe, Katharine.
 Osborne, Ethel.
 O'Connor, Biliانا Ruth.
 Oliver, Jessie R.
 O'Brien, Gertrude.
 O'Mahoney, Bertha.
 Pomeroy, Gertrude.
 Park, William.
 Paterson, Jean.
 Pengelly, Mabel (Honours).
 Pollock, Cassie.
 Purser, Stella Irene.
 Parker, Mary.
 Prichard, Leila V.
 Prichard, Myrtle E.
 Quarry, Margaret.
 Rae, Eathel S. (Honours).
 Rhynd, Bessie Edie.
 Richards, Ada Catherine.
 Richmond, Annie Dickie (Honours).
 Rife, Elizabeth Mary.
 Robbins, Walter W.
 Robins, Lilian Elizabeth Rose.
 Rolls, Hattie A.
 Rielly, Bernard.
 Ross Georgina (Honours).
 Rae, Jessie R.
 Ramsey, Isabelle.
 Ratcliffe, Mabel C. (Honours).
 Reinhart, Joseph F.
 Richards, Lyda.
 Rock, Ida Estelle.
 Ryerse, Ida J.
 Redmond, Annie Loretto.
 Stanley, Edna (Honours).
 Sautler, Susie Robena (Honours).
 Scott, Laura L.
 Scott, Mary Elizabeth.
 Scriven, Lulu Emily.
 Sergison, Annie.
 Short, Louise.
 Simpson, Violet V. (Honours).
 Sinclair, Isabel MacDonald (Honours).
 Sinclair, Lyla Mabel.
 Smith, Evelyn Grace.
 Smith, George Albert.
 Smith, Minnie Myrtle.
 Snell, Florence Mary.
 Snell, Luella Elizabeth.
 Speedie, Alice (Honours).
 Stalker, Nita Susannah (Honours).
 Stapleton, Jessie Blanche.
 Stephenson, Ernest H.
 Stewart, Adela Jessie.
 Stewart, Margaret Elizabeth (Honours).
 Sutton, Margaret Elizabeth.
 Scott, Laura M.
 Shannon, Margaret (Honours).
 Sinclair, Lillian (Honours).
 Smith, Otto J. (Honours).
 Smith, Stanley D. (Honours).
 Smyth, Winnifred Rebecca.

6. SECOND CLASS CERTIFICATES.—*Concluded.*

Spence, Lillie C.
 Stanley, Etta E.
 Steele, Maud M.
 Steinhoff, Ethel (Honours).
 Seeber, Estelle.
 Taylor, Christine Margaret.
 Terry, Emma Lilian.
 Thomlinson, Esme May.
 Tyson, Susan Louisa (Honours).
 Timberlake, F. Balfour.
 Telfer, Carrie.
 Thomson, Elizabeth.
 Thornton, Katherine H.
 Tiffin, Edna.
 Troy, Mary.
 Troy, Nellie.
 Van Valkenburg, Jennie.
 Van Newbrown, Anna.
 Walker, Ethel Margaret.
 Walker, Pearl Isabella.
 Wallace, Lena F. (Honours)

Ward, Florence Maude.
 Webster, Jessie Anne.
 West, Ethel Frances.
 Whetham, Henrietta Mabel.
 Williams, Hattie May.
 White, Etta May.
 Wiltse, Jennie M.
 Wickmore, A. Eleanor (Honours).
 Williams, Edith M.
 Williams, Margaret E.
 Walrond, Augusta.
 Ward, Marion Barclay.
 Watson, Lizzie.
 Walters, Bessie Mae.
 Wigelsworth, Edith J.
 Wiggins, Hattie Louise.
 Wilson, Charlotte E.
 Wiseman, Jessie A.
 Wrong, Ada M. C.
 Yule, Gladys.
 Zimmer, Mabel.

7. KINDERGARTEN DIRECTORS.

Ault, Edna C. M. (Honours).
 Day, May.
 Dickson, Grace (Honours).
 Doxsee, Mrs. Lenore (Honours).
 Easton, Molly.
 Ellis, Muriel.
 Ferris, Bartie.
 Greenlees, Elva (Honours).
 Henderson, Liliias (Honours).
 Houlding, Naomi.
 James, Hulda G.
 Knapp, Rachel Stella.

Lawson, Floy.
 Leavens, Helen.
 MacCrae, Edith.
 Orme, Emily (Honours).
 Robb, Annie M. (Honours).
 Ross, Elsie M.
 Rowntree, Grace.
 Seaman, Annie L. (Honours).
 Stripp, Erie E.
 Switzer, Lizzie M.
 Walker, Lily.
 Williams, Margaret H. (Honours).

8. CERTIFICATES IN HOUSEHOLD SCIENCE.

Bawden, Susie.
 Craig, Mary Alice.
 Drayton, Saidie De Vere.
 Fear, Luella E. J.
 MacBrien, Isabella.
 Matthews, Alice Maud Mary.

Moule, Mabel Carfrae.
 Neville, Allene Beatrice.
 Patterson, Olive Gair.
 Proctor, Margaret Adda.
 Scott, Lucy Louisa.
 Ward, Essie Rowena.

9. CERTIFICATES IN MANUAL TRAINING.

Houston, Daniel Wesley (Specialist).

Yeo, Charles Timothy.

10. PERMANENT THIRD CLASS AND PUBLIC SCHOOL TEMPORARY CERTIFICATES.

County.	Permanent Third Class Certificates.		Temporary Certificates.
	Provincial.	Limited to the County.	
Brant.....			1
Bruce.....	1		19
Carleton.....			11
Dundas.....			2
Essex.....			22
Frontenac.....	3	4	1
Glengarry.....			13
Grey.....			7
Halton.....			1
Hastings.....		1	57
Huron.....			1
Kent.....			12
Lambton.....			6
Lanark.....	1		19
Leeds.....	8		10
Lennox and Addington.....	2	1	31
Lincoln.....			4
Middlesex.....			1
Norfolk.....			13
Ontario.....			12
Peterborough.....			5
Prescott and Russell.....			19
Prince Edward.....			11
Renfrew.....	1	2	27
Simcoe.....	3		17
Stormont.....	1		4
Victoria.....	1	1	27
Welland.....	1		2
Wellington.....	1		7
Wentworth.....			1
York.....			2
Central Ontario R. C. S. Schools.....	2	3	28
Eastern Ontario R. C. S. Schools.....	12	3	9
Western Ontario R. C. S. Schools.....			4
Bilingual R. C. S. Schools.....	1	1	16
Districts.....	2	3	239
Total, 1906.....	40	19	661
“ 1905.....	41	17	451
Increase.....		2	210
Decrease.....	1		

11. PROFESSIONAL EXAMINATIONS.

Examinations.	Number of Candidates.	Certificates awarded.					
		First Class.	Second Class.	High School Interim.	Public School Interim.	Kinder- garten Directors.	Kinder- garten Assistants.
Normal College.....	218	44		133	149		
Normal School.....	312		282		28		
Kindergarten.....	*					24	25

* Not reported.

APPENDIX U.—MEMBERS OF THE ADVISORY COUNCIL, AND
BOARDS OF EXAMINERS; LISTS OF ASSOCIATE EXAMINERS,
AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

I. LIST OF MEMBERS OF THE ADVISORY COUNCIL OF EDUCATION, 1906-1907.

Maurice Hutton, M.A., LL.D., President *pro tempore* of the University of Toronto, Toronto (Chairman).
John Seath, LL.D., Superintendent of Education for Ontario, Toronto.
Rev. N. Burwash, LL.D., President, Victoria College, Toronto.
Rev. T. C. S. Macklem, Provost, Trinity College, Toronto.
D. R. Keys, M.A., University College, Toronto.
A. P. Knight, M.A., M.D., Queen's University, Kingston.
Rev. J. H. Farmer, B.A., LL.D., McMaster University, Toronto.
Rev. W. J. Murphy, Rector, Ottawa University, Ottawa.
N. C. James, Ph. D., Provost, Western University, London.
Thomas A. Kirkconnell, B.A., Principal, High School, Port Hope.
Stephen Martin, B.A., Principal, Collegiate Institute, St. Mary's.
Harriette Johnston, Public School Teacher, Toronto.
Alexander Austin Jordan, Principal, Model School, Port Hope.
J. W. Plewes, Principal, Model School, Chatham.
Thos. Agnew Reid, Principal, Model School, Owen Sound.
John J. Rogers, Principal, Separate School, Lindsay.
William Isaac Chisholm, M.A., Inspector of Public Schools, Kincardine.
Rev. W. H. G. Colles, Inspector of Public Schools, Chatham.
J. Ball Dow, School Trustee, Whitby.
John H. Laughton, School Trustee, Parkhill.

II. BOARDS OF EXAMINERS, 1907.

1. *Junior and Senior Teachers' and University Matriculation Board.*

A. R. Bain, M.A., LL.D., Victoria College, Toronto.
W. S. W. McLay, M.A., McMaster University, Toronto.
M. W. Wallace, Ph. D., University College, Toronto.
W. H. Ballard, M.A., Public School Inspector, Hamilton.
J. Matheson, M.A., Queen's University, Kingston.
W. Prendergast, B.A., Separate School Inspector, Toronto.
C. A. Chant, M.A., Ph. D., University of Toronto, Toronto.
F. B. Kenrick, M.A., Ph. D., University of Toronto, Toronto.
W. H. Piersol, B.A., M.B., University of Toronto, Toronto.
J. W. G. Andras, Ph. D., Trinity College, Toronto.
P. Edgar, Ph. D., Victoria College, Toronto.
J. Squair, B.A., University College, Toronto.
W. H. Alexander, Ph. D., Western University, London.
G. W. Johnston, B.A., Ph. D., University of Toronto, Toronto.
J. Menaughton, M.A., Queen's University, Kingston.

2. *District Certificate Board.*

N. W. Campbell, I. P. S., Durham.
J. E. Tom, I. P. S., Goderich.
Isaac Day, B.A., I. P. S., Orillia.
J. B. McDougall, B.A., I. P. S., North Bay.

3. *High School Entrance Board.*

D. M. Walker, B.A., I. P. S., Peterborough.
D. D. Moshier, B.A., B. Pæd., I. P. S., Sarnia.
S. J. Radcliffe, B.A., Principal Collegiate Institute, London.

III. ASSOCIATE EXAMINERS FOR DEPARTMENTAL EXAMINATIONS, 1906.

1. District Certificate Examination.

Dictation:
Kerfoot, H. W.

Geometry:
Leighton, R. H.

Algebra:
Murray, R. W.

Arithmetic:
Froats, J.

History:
Keys, S. J.

Composition:
Lewis, T. N.

Grammar:
Magee, J. A.

Geography:
Miller, G. A.

Literature:
Robinson, John B.
Dunsmore, T.

2. Junior Teachers' and Junior Matriculation.

Geography:
Mills, G. K.
Emery, J. W.
Cornish, G. A.
Stevenson, L.
Kennedy, Geo. E.
McLean, E. M.
Cole, J. M.
Might, L.
Shepherd, Martin W.
Saunders, W. J.
Elliott, Thos. W.

Physics:
Gavin, F. P.
Smeaton, W.
Voaden, J.
Moore, J. R.
Brunt, Robt. A.
Arthur, C. C.
Grainger, H. A.
Sanders, Charlotte.
Madill, A. J.
Ewing, W. C.
Conn, H.
Langford, T. E.
Hamilton, Robt. S.
Pugsley, E.

Chemistry:
Gundry, A. P.
Closs, Frank D.
Wilson, W. J.
Corkill, E. J.
Preston, T.
Smith, T. C.
McKay, D. A.
DeLury, Ralph E.
Bigg, E. M.
Cohoe, W. P.
MacMurchy, Norman.
Lennox, Thos. H.

Literature:
Stevenson, A.
Race, W. B.
Jeffries, John.
Bennett, A. Maud.

Literature:
Fleming, Ethel May.
Macdonald, James.
Tennant, Isabella L.
Conlin, Evelyn E.
Jennings, E. W.
Mowat, A.
Dickson, J. E.
Reid, Robt.
Milburn, E. F.
Reed, Geo. H.
Patterson, D. S.
Kemp, W.
Macpherson, Frederick F.
Henry, Edith M.
Coombs, A. E.

Composition:
Redditt, Thos. H.
Bale, Geo. S.
French, F. W.
Dolan, Geo. R.
Horton, Chas. W.
Somerville, T. C.
Sealey, Ethel May.
Stevenson, Orlando John.
Nesbit, David A.
Guillett, Cephas.
Archer, Mary A.

History:
Burt, Arthur W.
Freeman, J. A.
Barron, Robt. A.
Dunkley, A. W.
Dolan, John H.
McKinnon, C.
Dowsley, W. C.
Jermyn, P. T.
Maybee, Geo. E.
Dickenson, E. U.
Patterson, Andrew.
Grant, David M.
Sait, E. M.
Anderson, F. C.
Kent, Eleanor.
Barnes, Chas. L.
Findlay, W. A.

3. Senior Teachers' and Honour Matriculation.

Grammar:

Jamieson, J. S.
 Asselstine, R. W.
 McCuaig, H. M.
 Malcolm, Geo.
 Pattee, Mrs. Ada.
 McQueen, J.
 Watson, A. H.
 Kennedy, L. A.
 Newman, Geo. E.
 McRae, Donella Maud.
 Morgan, Sidney A.
 McManus, Emily.
 Howard, Edwy S.
 Story, Selina G.

Algebra:

Gourlay, Richard.
 Keith, G. W.
 Patterson, W. J.
 Lick, Addie.
 Coates, Daniel H.
 Rutherford, W. H.
 Findlay, W.
 Crawford, J. T.
 Hogarth, G.
 Auld, Chas.
 Kennedy, T.
 Brown, C. L.

Geometry:

Henry, Thos. M.
 Graham, R. G.
 Taylor, J. G.
 Hills, Minnie.
 Armstrong, F. G.
 Saunders, R. W.
 Jamieson, Thos.
 Galbraith, R.
 Montizambert, J. R.
 Fairchild, A. H.
 Hobbs, Thos.
 Andrews, David.
 Gray, Robt. A.
 White, E. T.
 Cameron, J. S.

Geometry:

Dickson, J. D.
 Richardson, Kate.
 Cranston, David L.

Arithmetic:

Potter, Chas.
 Seaton, E. T.
 Courtice, S. J.
 Wren, J. S.
 Davidson, John H.
 Doidge, T. C.
 Norriss, James.
 Shaw, R.
 Kelley, H. H.
 Houston, John A.
 Girdwood, A. P.

Classics:

Mayberry, Chas.
 Bell, John J.
 Teskey, Edith A.
 Wright, W. J.
 Bryan, Hugh W.
 McKinley, J. M.
 Kerr, Chas. S.
 Messmore, J. F.
 Coutts, R. D.
 Munro, P. F.
 Tremeeer, J.
 Anderson, W. G.
 Gundy, H. M.
 Andrews, R. T.
 Morrow, J. D.
 Brethour, J. H.
 Macdonald, J. F.

French and German:

Day, A. E.
 Cook, Margaret.
 Burnham, A. M.
 Trenaman, Mabel N.
 Tamblyn, W. F.
 Galbraith, W.
 Grant, Christine C.
 Fleming, Ethel Catherine.
 Watterworth, Grace McC.
 Houston, Jessie.

3. Senior Teachers' and Honour Matriculation

French and German:

Dales, J. N.
 Hogarth, E. S.
 Ferguson, W. C.
 McKellar, H. S.

Classics:

Smith, Lyman C.
 Passmore, Samuel F.
 Little, Robt. A.
 Glassey, David A.
 Colling, James.
 Hardie, W.

Mathematics:

DeGuerre, Ambrose.
 Cornwell, J. L.
 Little, James G.
 Robertson, Hugh S.

Mathematics:

Elliott, John.
 Govenlock, W. M.

Science:

Hill, Ethelbert L.
 Ellis, William S.
 Smith, R. Wilson.
 Forrest, William.

English:

Foucar, W. K.
 Houston, J.
 Lawlor, Gertrude.
 Perry, Samuel W.
 Radcliffe, Stephen J.

History:

Carscadden, Thos.
 Hoag, J. P.

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907.

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
Aylmer.....	Rutherford, Walter W.	B.A., Tor.	Math.	1883	33	1	1,500	.....	.....
	Kilmer, Ernest E. C.	B.A., Queen's	Commercial Sci.	1899	17	3	.....	1,100	900
	Story, Selina Gladys	M.A., Queen's	Mods. and Hist.	1904	4	.....	.....	.....	750
	Gundry, Helen Myrtle	B.A., Tor	Class.	1906	3	1	.....	.....	.....
	Redditt, Thomas II.	B.A., Tor.	Eng., Fr., Ger.	1892	24	.....	1,600	.....	.....
Barrie.....	Hay, Andrew	B.A., Tor.	Math.	1882	27	8	.....	1,100	.....
	Morrison, A. Selkirk	B.A., Queen's	Eng. Hist.	1905	3	4	Eng.	1,000	.....
	Mackay, Donald Alex.	B.A., Queen's	Sci.	1905	5	5	.....	1,000	.....
	White, Kate E. (Interim)	.....	.....	1907	2	2	.....	.....	800
	Forsyth, David	B.A., Tor.	Math	1901	30 $\frac{3}{4}$	1	1,750	.....	.....
Berlin.....	Jackman, David S.	M.A., Tor	Sci.	1902	5 $\frac{1}{2}$	.....	.....	1,200	.....
	Dolan, George Robert.	B.A., Queen's	Eng., Hist., Class.	1903	5 $\frac{1}{2}$	.....	.....	1,200	.....
	Norman, Lambert.	B.A., Tor.	Com., Eng., Hist., Fr., Ger.	1904	12	3	.....	1,200	.....
	Martyn, Harold J.	B.A., Tor.	Mods. and Hist.	1904	4 $\frac{1}{2}$	3	.....	1,050	.....
	Williams, Walter Herbert.	M.A., Queen's.	Mods. and Hist.	1905	2 $\frac{1}{2}$	.....	.....	1,000	.....
	Brown, Harry Wilson (Interim)	.....	.....	1905	1 $\frac{1}{2}$	17	.....	900	.....
	Houston, Daniel Wesley.	.....	(Manual Training Instr.)	1903	3 $\frac{1}{2}$	18	.....	1,200	.....
	Fisher, Katharine A.	.....	(Household Science Instr.)	1903	3 $\frac{1}{2}$	.....	.....	.....	750
	Zoellner, M. Margaret.	.....	(Physical Director)	1905	1 $\frac{1}{2}$	.....	.....	.....	400
	Burt, Arthur William.	B.A., Tor.	Mods. and Eng.	1893	28	.....	1,800	.....	.....
	Passmore, Samuel Francis.	M.A., Tor	Class.	1885	27	.....	.....	1,250	.....
	Coates, Daniel Harsum	B.A., Tor.	Math.	1893	19	.....	.....	1,250	.....
	Bunnell, Effie Maria.	B.A., Tor.	Eng., Fr., Ger.	1891	15	.....	.....	.....	1,250
Brantford	Shultis, Adam	B.A., Tor.	Commercial	1896	11	11	.....	1,250	.....
	Saunders, William John.	M.A., Queen's	Sci.	1907	6 $\frac{1}{2}$	3	.....	1,100	.....
	Gibson, Ethel. (Interim)	B.A., Tor.	Mods. and Hist.	1905	2	.....	.....	.....	800
	Dingman, Anna Pamela (Int'm)	.....	.....	1905	4	2 $\frac{3}{4}$	.....	.....	600

[illegible]

IV.—List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Number of years' experience in a High School or Collegiate Institute.	Number of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
<i>Galt—Continued.</i>	Carter, Janet Wishart.....	M. A., Tor.	Eng., Hist., (Inter.), Fr., Ger.	1901	14	.....	.....	.....	1,050
	Morrow, Archibald Elston.....	B. A., Tor.	Class.....	1905	17	.....	.....	1,300	.....
	Bissonnette, Thos. Hume (Int.).....	.....	.....	1906	.....	.....	.....	800	.....
Goderich.....	Field, John Marden.....	B. A., Tor.	Eng., Hist., Fr., Ger.	1900	11	7½	1,300	.....	.....
	Strang, Hugh Innis.....	B. A., Tor.	Class.....	1871	39	3	.....	1,100	.....
	Myer, Albert Nicholas.....	M. A., Trin.	Math.....	1906	12	.....	.....	1,050	.....
	Robertson, George A.....	B. A., Tor.	Sci. (Interim)	1905	2½	5	.....	1,050	.....
	Parlee, Edith.....	.....	Commercial.....	1903	11½	10	.....	.....	875
	Fessenden, Muriel... (Interim)	M. A., Tor.	.....	1907	.....	1½	.....	.....	650

Guelph.....	Davison, James.....	B. A., Vic.	Math.....	1892	33	2	1,600	.....	.....
	Hill, Ethelbert Lincoln.....	B. A., Tor.	Sci.....	1888	17	1	.....	1,200	.....
	Skinner, Kate Clara.....	B. A., Tor.	Eng., Hist., Fr., Ger.	1895	12	1	.....	.....	950
	Kirkwood, Florence Ethel.....	B. A., Tor.	Class.....	1907	7½	.....	.....	.....	1,200
	Charlesworth, John William.....	.....	.....	1888	19	2½	.....	1,050	.....
	Taylor, Luther William.....	.....	Commercial.....	1902	6	1½	.....	1,100	.....
	Hughes, Francis Joseph.....	.....	Commercial.....	1904	2½	.....	.....	900	.....
	Overholt, B. Percy... (Interim)	.....	.....	1907	.....	4	.....	850	.....

Hamilton.....	Thompson, Robert Allan.....	B. A., Tor.	Math.....	1886	21	.....	2,000	.....	.....
	Turner, John Burgess.....	B. A., Queen's	Math., Science	1885	24	3½	.....	1,800	.....
	Crawford, John Thomas.....	B. A., Tor.	Math.....	1889	19	.....	.....	1,600	.....
	Logan, Wm. McGregor.....	M. A., Tor.	Class.....	1892	21	.....	.....	1,600	.....
	Hogarth, Eber Septimus.....	B. A., Tor.	Eng., Fr., Ger.	1892	18	.....	.....	1,600	.....
	MacPherson, Fred Fotheringham	B. A., Tor.	Eng., Fr., Ger.	1894	14	2	.....	1,600	.....
	Paterson, Andrew.....	M. A., Trin.	.....	1874	31	4	.....	1,400	.....
	Gill, James.....	B. A., B. Pæd., Tor.	Math.....	1892	17	2	.....	1,400	.....

	Morgan, Sydney Albert.....	B.A., B. Pad. Tor.....	Class.....	1891
	Simpson, Benjamin L. (Interim)	M.A., Queen's.....	Math.....	1,400
	Johnston, George Lang.....	B.A., Queen's.....	Commercial.....	1,100
	McGarvin, Mich'el Jas. (Interim)	B.A., Tor.....	Mods. and Hist.....	1,100
	Morris, Arthur Whitman (Int'm)	M.A., Tor.....	Class.....	1,000
	Armstrong, George Francis.....	B.A., Tor.....	Math.....	1,000
	Malcolm, Wyatt.....	M.A., Queen's.....	.....	650
	Taylor, Mabel Annie.....	B.A., Queen's.....	.....	600
	Kraft, Ernestine Lizette.....	.....	.....	500
	Davidson, Margaret Cheyne.....	.....	.....	800
	Macpherson, Mary Constance.....	B.A., Queen's.....	(Household Science Instr.)	.....
	*Bailey, William.....	.....	(Manual Training Instructor)	1,100
	Syme, John James.....	.....	(Drill Instructor).....	.....
Ingersoll	Briden, William.....	B.A., Queen's.....	Class, Eng.....	1,400
	Macdonald, George Leslie.....	B.A., Tor.....	Eng., Fr., Ger.....	26½
	Patterson, Richard Allan.....	B.A., Tor.....	Math.....	12
	Pearson, Alexander.....	B.A., Tor.....	Sci.....	1,100
	Lucas, Gavin Allan.....	B.A., Tor.....	Commercial.....	13½
	Hatch, Salem B.....	.....	Commercial..... (Interim)	1,100
	.....	.....	Commercial..... (Interim)	950
Kingston	Ellis, William Stewart.....	B.A., B. Sc. Vic.....	Math, Sci.....	26
	Sliter, Ernest Oscar.....	M.A., Tor.....	Class.....	1,300
	Sills, William Ryerson.....	M.A., Queen's.....	Math.....	1,300
	Kemp, William.....	M.A., Queen's.....	Mods. and Hist.....	1,050
	Staples, Louis Edgar.....	M.A., Queen's.....	Sci.....	950
	Elliott, Thomas W. (Interim)	B.A., Tor.....	Sci.....	800
	Ramsay, James Alex.....	.....	Com..... (Interim)	1,000
	Fraser, James Williams.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	3½
	Bale, George Sydney.....	B.A., Tor.....	.....	6
	Carter, Eslie.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	7½
	Henstridge, Elizabeth.....	M.A., Queen's.....	.....	5½
	Chown, Hattie Louise.....	.....	(Manual Training Instructor)	2
	Hatch, Augustus F.....	B.A., Bowdoin.....	.....	800
	.....	.....	.....	800
	.....	.....	.....	1,100
Lindsay	Hartstone, John C.....	B.A., Tor.....	Math.....	1,600
	Cornish, George Augustus.....	B.A., Tor.....	Sci.....	25
	Rosevear, Howard Stanley.....	B.A., Tor, M.A., Har.....	Com. (Interim), Sci.....	1903
	Macdonald, John Ford.....	M.A., Queen's.....	Class.....	11
	Walks, Robert Hilton.....	B.A., Tor.....	Eng., Hist.....	1907
	Willson, Alice M.....	B.A., Tor.....	Fr., Ger.....	5½
	.....	.....	.....	10
	.....	.....	.....	6
	.....	.....	.....	4
	.....	.....	.....	3½
	.....	.....	.....	1,050
London	Radcliffe, Samuel John.....	B.A., Tor.....	Eng., Fr., Ger.....	18
	Little, Robert A.....	B.A., Tor.....	Class.....	22½
	Ferguson, William Chalmers.....	B.A., Tor.....	Eng. Fr., Ger.....	18½

* Part time teacher.

IV. — List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907. — *Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Number of years' experience in a High School or Collegiate Institute.	Number of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
London— <i>Cont.</i>	Gloverlock, William M.	B. A., Tor.	Math.	1898	14	1		1,400	
	Mc Vicar, Archibald	B. A., Tor.	Eng., Hist.	1903	9½	4½		1,400	
	Stuart, Frederick Alfred	M. A., Tor.	Sci.	1903	12			1,400	
	McCutcheon, Fred. Wm. Caswell	B. A., Tor.	Fr., Ger., (Int.) Math., Eng Hist	1900	9½			1,325	
	Dickenson, James Arthur		Commercial	1895	20	4		1,350	
	Andrus, Guy Ambrose			1888	22	7½		1,300	
	Riddell, Frank P.	B. A., Tor.	Class.	1898	17			1,300	
	Mooney, Wm. H. Thos.	B. A., Tor.	Class.	1903	4½	6		1,300	
	Gray, Neil Roy	(Interim) B. A., Tor.	Mods. and Hist.	1904	4½	3		1,300	
	McLean, Goodwin Vallentyne	M. A., Tor. & Harvard.	Math.	1906	14	1½		1,100	
	Grainger, Horace Alex.	B. A., Tor.	Sci.	1906				1,100	
	Jones, Samuel S.			1892	16	6		1,200	
	Downing, John Henry			1900	9	6		1,200	
	Bailey, Joseph J.			1906				1,000	
	Kelso, Alice C.			1897	11½	2½			900
	Anderson, Jessie I.	(Interim) B. A., Tor.	Mods. and Hist.	1906	1				800
	Davidson, S. F. also		(Art Instructor)	1887	26			650	
	Gregory, William		(Drill Instructor)	1902	4½			750	
	McIntosh, Christine		(Household Science Instr.)	1902	3				400
	*Pickles, Sugden		(Manual Training Instr.)	1906				150	
Morrisburg	Jamieson, James Smyth	M. A., Vic.	Eng.	1882	31	4	1,400		
	Massey, Arthur Wallace	B. A., Vic.	Eng., Math.	1892	16			1,100	
	Cooke, John Alexander	M. A., Queen's.	Class.	1904	17½	3		1,100	
	Amos, Flora Ross	B. A., Tor.	Mods. and Hist.	1906	2½				800
	Jamieson, Clinton Egerton		Com.	1906	2½	1		800	
Napanee	Flach, Ulysses Jacob	M. A., Tor.	Math.	1900	18		1,500		

Niagara Falls	Reid, Marvin Ryckman	M. A., Queen's	Sci.	1900	8	5½	1,100
	Croskery, Robert Arthur	B. A., Queen's	Class.	1903	10		1,100
	Collins, Herbert Eugene (Int'm)	B. A., Tor.	Mods. and Hist.	1907	14½	5	1,000
	Nicol, Margaret A.			1892	15	5	600
	Smith, Margaret		Com. (Interim)	1892			600
	Dickson, James D.	B. A., Tor.	Math.	1893	19	3	1,500
	Walker, David McKenzie		Com.	1893	17	16	
	Will, George Edwin	B. A., Tor.	Class.	1901	7	3	1,100
	Voaden, John	M. A., Queen's	Sci.	1903	10	4	1,100
	Sealey, Ethel May	B. A., Tor.	Mods. and Hist.	1906	3½	2½	1,000
Orillia	Conlin, Evelyn Elizabeth	B. A., Tor.	Mods. and Hist.	1906	5		1,000
	Robertson, John Nelson	B. A., Tor.	Class. (Interim)	1906	2		900
	Dickson, John Elder	B. A., Tor.	Class., Eng.	1899	26	1	1,500
	Doidge, Thomas Clarke	B. A., Tor.	Math., Com.	1899	13	5	1,200
	Madill, Alonzo James	B. A., McMaster	Sci.	1904	5	3½	900
	Grant, Christina Cameron	B. A., Tor.	Mods. and Hist.	1903	4½	9	800
	Miller, Nannie M. A.		Com., Eng.	1905	13	1	850
	Ogilvie, Alvin J.			1906	2		700
	Clark, Ira E.	(Interim)		1906		8	650
	McDougall, Alexander Hiram	B. A., Tor.	Math.	1889	23	2,400	
Ottawa	Macmillan, John	B. A., Tor.	Eng.	1864	42	5	1,800
	Sykes, William John	B. A., Tor.	Eng., Fr., Ger.	1894	15	3	1,800
	Campbell, Daniel Alexander	B. A., Tor.	Sci.	1896	10	3	1,775
	Marty, Aletta Elsie	M. A., Queen's	Fr., Ger.	1903	12	3	1,500
	Norris, Isaac Taylor	B. A., Queen's	Math.	1898	11		1,500
	Hardie, William	B. A., Tor.	Class.	1905	15		1,600
	Stothers, Robert	B. A., Queen's		1887	20	8	1,200
	Simpson, Robert S.		Com.	1903	8	9	1,300
	Meiklejohn, Allan James	B. A., Queen's	Eng., Hist.	1906	8	3	1,150
	Armstrong, W. Gilnochie	M. A., Tor.	Mods. and Hist.	1900	12	4	1,100
Owen Sound	Ewing, William Campbell	M. A., Queen's	Sci.	1905	10	4	1,100
	Hedley, James Walter	M. A., Tor.	Math.	1904	4	2	1,100
	Smeaton, William	B. A., Tor.	Sci.	1906	6½	1½	1,100
	Stevenson, Wm. John			1906	16	8	1,100
	Tompkins, Elizabeth Augusta			1902	4½	19	900
	McManus, Emily	M. A., Queen's	Eng., His.	1906	11	3½	900
	Hood, Finlay		Com. (Interim)	1906	2	7	1,000
	Corrigan, Eugene		(Manual Training Instr.)	1906	2	2	1,000
	*Chitty, Louis M. (Sergt. Major)		(Drill Instructor)	1904			350
	Murray, Thomas	B. A., Tor.	Math.	1897	13	1800	1,250
Owen Sound	Packham, James Henry	B. A., Vic.	Math., Commercial	1884	23½	2	

* Part time teacher.

	Bennett, Alice Maud.....	B. A., Tor.....	Mods. and Hist. Commercial.....	1902 1904 1905	4½ 3½ 1½	2	750 800 600
	Ressor, Lillian M. Johnston, Margaret J (Interim)		(Household Science Instr.)				
	Little, John George.....	B. A., Tor.....	Math.....	1889	20	½	1300
	Morrison, Edward (Interim).....	B. A., Tor.....	Sci.....	1906	6		900
	Andrews, Robert T.....	B. A., Tor.....	Class.....	1906	12		900
	Fleming, Maude E. (Interim).....	M. A., Queen's.....	Mods. and Hist. Commercial.....	1906 1907	1½ 6½		750 700
	Watterworth, Grace M.....						
	Henderson, John.....	M. A., Tor.....	Class, Eng., Hist.	1872	35	5	1700
	Robertson, William John.....	B. A., Tor., LL. B., Vic.	Math.....	1874	32		1,300
	Coun, Henry.....	B. A., Tor.....	Sci.....	1906	9½	3	1,200
	Cloney, Sarah Louise.....	M. A., Queen's.....	Eng., Hist., Fr., Ger.	1896	13	3	
	Buchanan, John Alex.....		Commercial	1905	5	3	1,000
	Cooper, Alexander B. (Interim)	B. A. Queen's.....		1906	13		900
	Caverhill, Arthur E.....			1894	12	15	900
	Martin, Stephen.....	B. A., Tor.....	Math.....	1886	20	3	1,400
	Somersville, Thomas C.....	B. A., Tor.....	Mods. and Hist.	1906	13	2	900
	Williams, Wilbert Richard (In.)	B. A., Tor.....	Sci.....	1906	½		900
	Jickling, Carrie Kathleen (Int.)	B. A., Tor.....	Class	1906	1½	2½	800
	Thackeray, Barton E. (Int.)	B. A., Tor.....					
	Quance, Noah.....	B. A., Tor.....	Class	1891	26		1,650
	Stevenson, Orlando John.....	M. A., D. Ped., Tor.....	Eng., Hist., Fr., Ger.	1897	15	2	1,300
	Voaden, Arthur C.....	B. A., Queen's.....	Commercial	1903	13	2	1,300
	McGee, Cyril Houghton.....	B. A., Trin.....	Math.....	1902	10		1,200
	Thompson, Peter McK.....	M. A., Queen's.....	Sci.....	1905	12	5	1,200
	Cook, Margaret.....	M. A., Tor.....	Eng., Hist., Fr., Ger.	1903	11		1200
	Webster, Samuel Charles.....	B. A., Tor.....		1902	5	2	900
	Pettit, Louis John (Interim)	B. A., Queen's.....	Eng., and His.	1905	1	3	900
	Walker, Arthur J.....	B. A., Queen's.....		1903	3	8	850
	Hedley, William Powell.....	B. A., Tor.....	Math.....	1906	2	8	850
	Crassweller, Christopher L.....	B. A., Tor.....	Math.....	1902	22	2½	1,500
	Grant, David M.....	B. A., Tor.....	Class.....	1885	21		1,400
	Dent, William Arthur.....		Sci.....	1904	2	10	1,100
	Fleming, Ethel May.....	B. A., Tor.....	Mods. & Hist. (Int.), Eng. Hist.	1902	4½		1050
	Bridgman, Clara Mary.....		Commercial	1902	3	7	850
	Reid, Robert.....	B. A., Tor.....	Eng. Hist., Fr. and Gr.	1906	13	4	1,050
	White, Robert Oliver (Interim)		Math.....	1907		14	1,000
	Rogers, George Franklin.....	B. A., Vic.....	Sci.....	1900	13½		1,425
	Colling, George Featherstone.....	B. A., Tor.....	Math.....	1901	8½		1,100
	Seaforth.....						

Toronto (Jameson Ave)	Kennedy, Lyman Aaron	M. A., Vic.	Fr., Ger.	25½	1892	1,600	.....
	Clark, Luther John	B. A., Queen's	Eng., Hist.	16½	1896	1,600	.....
	Carstairs, John Stewart	B. A., Tor.	Eng., Hist.	15½	1899	1,550	.....
	Horton Charles W.	B. A., Queen's	Eng., Hist.	13½	1904	1,250	.....
	Moore, James Rossington	M. A., Queen's	Sci.	7½	1904	1,250	.....
	Irwin, Herbert Wm.	B. A., Tor.	Mods. and Hist.	4½	1905	1,250	.....
	Fletcher, William Hugh	M. A., Queen's	Sci., Com.	10½	1905	1,200	.....
	Wren, John Stewart	B. A., Tor.	Math.	7	1906	1,200	.....
	Tapscott, Harry Byron (Int.)	M. A., McM. & Harvd.	Fr., Ger.	2	1906	1,200	.....
	Thompson, John Fletcher	M. A., D. Ped., Tor.	Class	9	1906	1,200	.....
	Kennedy, Thomas	M. A., Queen's	Math.	6	1906	1,200	.....
	Jermyn, Percy Thomas	M. A., Tor.	Eng., Hist.	6½	1906	1,200	.....
	Smith, Gilbert Acheson	B. A., Tor.	Sci.	25	1889	.....	2000
	Birchard, Isaac J.	M. A., Ph. D., Tor.	Math.	27	1893	2,000	.....
	Crawford, Henry J.	B. A., Tor.	Class	22	1894	2,000	.....
	Spence, Nellie	B. A., Tor.	Class, Eng.	18	1889	.....	1
	Hillock, Julia S.	B. A., Tor.	Fr., Ger.	14	1900	1,750	.....
	Cosens, Absalom	M. A., Tor.	Sci.	10	1904	1,400	.....
	Sinclair, John	B. A., Tor.	.....	17	1898	1,500	.....
	Watson, Erwin H. A.	B. A., Tor.	Mods. and Hist.	6	1904	1,250	.....
Toronto (Jarvis St.)	Phillips, Wm. A.	B. A., Tor.	Fr., Ger., Eng.	18	1906	1,200	.....
	Jewett, Albert E.	B. A., Queen's	Sci.	20	1906	1,400	.....
	Mills, Jno., Hudson	M. A., Queen's	Class	16	1906	1,200	.....
	Reid, Thos. Emerson (Interim)	B. A., Tor.	.....	1½	1904	1,200	.....
	Embree, Luther E.	M. A., Tor.	Class, Eng., Fr., Ger.	34	1906	.....	3,500
	Gray, Robert Alexander	B. A., Tor.	Math.	22	1900	1,750	.....
	Michell, William Chas.	B. A., Tor.	Class	17	1897	1,750	.....
	Lehmann, Carl A. K.	B. A., Tor.	Sci.	12	1898	1,750	.....
	Shaw, George Edmund	B. A., Tor.	Eng., Fr., Ger.	31	1876	2,000	.....
	Jeffries, John	B. A., Tor.	Eng., Hist., Fr., Ger.	19	1907	1,400	.....
	Thomas, Janie	M. A., Tor.	Eng., Hist.	24½	1882	1,600	.....
	Gundy, Henry Wentworth	B. A., Tor.	Class	8	1900	1,550	.....
	Wightman, Robert	B. A., Tor.	Math	9	1903	1,300	.....
	Clarke, Fred Hall	B. A., Tor.	Eng., Hist. Fr. Ger.	11	1904	1,400	.....
	Ivey, Thomas Joyce	M. A., Tor.	Sci.	10	1904	1,250	.....
	Keilor, James	B. A., Queen's	Eng., Hist.	15	1905	1,200	.....
	Spence, Augusta Grace W. (Int)	B. A., Tor.	Mods. and Hist.	1	1907	1,200	.....
	Longheed, Wm. James	M. A., Tor.	Math	3½	1907	1,200	.....
	Jennings, Wm. Arthur (Interim)	B. A., Tor.	Sci.	½	1907	1,200	.....
Toronto Junction.	Colbeck, Franklin Charles	B. A., Vic.	Class., Eng.	20	1894	.....	2,000
	Gourlay, Richard	B. A., Tor.	Class., Math.	20	1893	1,500	.....
	Charles, Henrietta	B. A., Tor.	Eng., Fr., Ger.	20	1901	1,200	.....
				20		1,200	.....

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907.—Continued.

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of Years' Experience in a High School or Collegiate Institute	No. of Years in a Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
Toronto Junction— <i>Con.</i>	Johnston, Frederick James	M.A., Tor.	Sci.	1904	9	3	.....	1200	.....
	Barnes, Charles Lancelot	B.A., Tor.	Class. (Interim)	1901	3½	4½	.....	1050	.....
	McLellan, Catharine	.....	Commercial (Interim)	1903	10	4	.....	.....	950
	Evans, William Arthur	.....	.....	1904	2	14	.....	900	.....
	Davidson, John H.	M.A., B. Paed., Tor.	Math.	1906	4	7½	1100	.....	.....
Vankleek Hill	McGurl, Thomas Henry	B.A., Queen's	Com.	1906	7	5	.....	750	.....
	Trenaman, Mable Natalie	B.A., Tor.	Mods. and Hist.	1905	5	.....	.....	625	.....
	Parker, C. B.	B.A., Tor.	.....	1906	.....	.....	.....	900	.....
	Brown, Homer Grant (Permit)	B.A., Tor.	B.A., Tor.	1907	.....	.....	.....	800	.....
	Hogarth, George Henry	B.A., Tor.	Math.	1900	21	.....	1,150	.....	.....
Whitby	Denyes, James Malcolm	B.A., Queen's	Fr., Ger.	1903	9	3	.....	950	.....
	Scratch, Linnie May	.....	Sci., Commercial.	1905	10	1	.....	.....	950
	Pringle, E. Gertrude	B.A., Tor.	Class	1906	1	1	.....	.....	800
	Gavin, Frederick Pearre	B.A., Queen's	Sci.	1892	15	.....	1,800	.....	.....
	Bell, Frederick Henry	B.A., Tor.	Eng., Hist., Fr., Ger.	1898	14	.....	.....	1,200	.....
Windsor	Messmore, Joseph Franklin	B.A., Tor.	Class	1899	16	.....	.....	1,100	.....
	Neilson, James	C.A.	Commercial	1898	8	7	.....	1,100	.....
	Taylor, John Gladstone	B.A., Tor.	Math.	1903	8	4	.....	1,100	.....
	Brunt, Robert Anthony	B.A., Tor.	Sci.	1905	5	1	.....	1,100	.....
	Cleary, Norah	B.A., Tor.	.....	1900	5½	.....	.....	.....	900
Woodstock	Eagle, David Melville (Interim)	.....	.....	1907	.....	9	.....	1,100	.....
	Levan, Isaac Master	B.A., Tor.	Class., Eng., Mods	1898	25½	.....	1,600	.....	.....
	Cole, James McLarty	.....	Sci.	1898	15½	8½	.....	1,100	.....

High Schools.	Overholt, Arthur Milton	M.A., McMaster	Math.	1904	7	$\frac{1}{2}$	1,100	.....
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist.	1904	5 $\frac{1}{2}$	.....	1,000	.....
	Anderson, Wm. Geo.	B.A., Tor.	Eng. Hist. (Int.), Class.	1906	5 $\frac{1}{2}$	3 $\frac{1}{2}$	1,100	.....
	Edward, Frankland Ward (Int.)	B.A., Queen's	Commercial	1905	1 $\frac{1}{2}$	.....	850	.....
	Miller, Eva Matilda	B.A., Queen's	Mods. and Hist. (Interim)	1903	3 $\frac{1}{2}$	.....	750	.....
High Schools.	Mercer, John S.	B.A., Queen's	(Manual Training)	1905	6	6 $\frac{1}{2}$	1,050	.....
	Mackay, Donald	M.A., Tor.	Class.	1895	16	.....	1,400	.....
	Lawlor, Richard G.	B.A., Queen's	.....	1903	2 $\frac{1}{2}$	8	900	.....
	Allen, Mabel E. (Interim)	B.A., Tor.	.....	1907	1	.....	800	.....
	Treleavan, John Welsley	B.A., Tor.	Class.	1902	15	.....	1,100	.....
Almonte	McPhail, Alexander C.	B.A., Queen's	.....	1899	14	9	800	.....
	Thompson, Margaret Jane	B.A., Queen's	Fr., Ger., (Interim), Eng., Hist.	1895	11	6	800	.....
	Schell, Arthur William (Interim)	B.A., Queen's	.....	1905	2	3 $\frac{1}{2}$	800	.....
	Mabee, George Elliott	B.A., Tor.	Fr., Ger.	1905	13 $\frac{1}{2}$	.....	1,150	.....
	Campbell, Alexander	B.A., Tor.	Math.	1906	17	3	900	.....
Arnprior	Baird, Mabel Margaret J.	B.A., Tor.	Mods. and Hist.	1905	2	.....	800	.....
	Urquhart, May McDonald (Int.)	B.A., Tor.	.....	1906	$\frac{1}{2}$	.....	800	.....
	Snider, Egerton Eber	B.A., Vic.	Math.	1896	16 $\frac{1}{2}$	2	1,300	.....
	Trench, Wycliffe W. A.	B.A., Tor.	Class.	1905	2 $\frac{1}{2}$	5	950	.....
	Tupling, Minnie H. (Interim)	B.A., Tor.	..... (Interim)	1907	.....	7	500	.....
Athens	Massey, Norman Levi	B.A., Vic.	Math.	1898	19	.....	1,150	.....
	Dowsley, William Clinton	M.A., Queen's	Class., Hist., Eng.	1899	7	4	950	.....
	Patterson, Ethel Hume (Interim)	B.A., Tor.	Mods. and Hist.	1906	$\frac{1}{2}$	2	700	.....
	Graham, Robert Radie (Interim)	B.A., Queen's	.....	1907	1 $\frac{1}{2}$	3	825	.....
	Munro, Peter Fraser	M.A. Queen's, B.Pd. Tor.	Class.	1906	6	$\frac{1}{2}$	1,000	.....
Aurora	McBride, Sara Mabel	B.A., McMaster	Math.	1902	5 $\frac{1}{2}$	.....	600	.....
	Windor, Annie (Interim)	B.A., McMaster	.....	1906	$\frac{1}{2}$	.....	600	.....
	Bruels, Ira Delos	B.A., Queen's	Sci.	1906	19	15	1,000	.....
	Jenkins, Myrtle Mellaney	B.A., Queen's	.....	1905	3	2	500	.....
	Milburn, Edward Fairfax	M.A., Trin.	.....	1893	33	.....	1,200	.....
Belleville	Knight, William W.	B.A., Queen's	Math.	1892	20	5	1,000	.....
	Clarke, Henry Jellyman	B.A., Queen's	Sci.	1892	15	3 $\frac{1}{2}$	1,000	.....
	McRae, Jessie Carrie	B.A., Tor.	Art.	1889	18	1	1,000	.....
	Whitley, Lester Robert	B.A., Tor.	Mods. and Hist.	1905	4 $\frac{1}{2}$	.....	1,000	.....
	Elliott, John	B.A., Queen's	Math., Eng.	1906	23	5	1,200	.....
Bowmanville	Elliott, John	B.A., Queen's	Math., Eng.	1906	23	5	1,200	.....

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years' experience in a High School or College Institute.	No. of years in Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
Bowmanville— <i>Con.</i>	Allin, Elizabeth A.	M. A., Tor.	Fr., Ger.	1902	7	2½	.....	.....	900
	Carpenter, Wm. Grant (Interim)	B. A., McMaster	Sci.	1905	1½	5	.....	1,000	.....
	Cameron, Archibald R. (Interim)	B. A., Queen's	Class.	1906	2½	.....	.....	1,000	.....
Bradford.	Carefoot, George Andrew.	B. A., Queen's	Sci.	1905	10	6	1,000	.....	.....
	Nelson, Albert E. (Interim)	B. A., Tor.	Mods. and Hist.	1905	1½	5	.....	750	.....
	Dickson, Jean Gilbert (Interim)	B. A., Tor.	.....	1905	1½	.....	.....	.....	650
Brampton	Fenton, William J.	B. A., Tor.	Class.	1894	16	1½	1,500	.....	.....
	Liebner, Ernest Oscar.	B. A., Queen's	Sci.	1905	14	.....	.....	1,000	.....
	Galbraith, William James.	B. A., Trin.	Fr., Ger.	1887	23	12	.....	1,000	.....
	Shields, Alexander M.	B. A., Tor.	Eng., Hist.	1902	26	.....	.....	1,000	.....
	Halhan, Lenan R.	M. A., Trin.	Math.	1905	5	3	.....	1,000	.....
Brighton	Newman, George Edmund.	B. A., Queen's	Fr., Ger., (Interim) Eng., Hist.	1896	14	5	1,000	.....	.....
	Burke, Alexander.	.....	.....	1895	12	10	.....	825	.....
	Preston, Ethel Ada. (Interim)	.....	.....	1906	2	½	.....	.....	600
Caledonia.	Seaton, Edward T.	B. A., Queen's	Math.	1901	16	2½	1,100	.....	.....
	Mitchener, James Lidney	B. A., McMaster	Sci.	1906	½	11	.....	800	.....
	Corry, Ray Laura. (Interim)	B. A., Trin.	.....	1907	.....	.....	.....	.....	700
Campbellford	Campbell, Estella Kate (Interim)	.....	.....	1905	½	2½	.....	.....	500
	Hamilton, William John.	B. A., Queen's	Sci.	1906	6	15	1,300	.....	.....
	Boyes, Robert.	.....	Math.	1895	16	5	.....	1,000	.....
	Hodgson John Eastwood	M. A., Tor.	Eng., Class.	1906	.....	.....	.....	1,100	.....
	McRae, Donella Maud.	B. A., Queen's	Mods. and History.	1907	3½	2	.....	.....	800

Carleton Place.....	Rand, Wilfrid Erle..... Wilson, R. Albert..... McDonald, Neil..... Tapscott, Cora Ida.....	B. A., Tor..... M. A., Ph. D., Queen's..... B. A., Tor..... B. A., Tor.....	Math..... Eng., History.....	14..... 16..... 3.....	1..... 4 $\frac{1}{2}$ 6..... 4.....	1,200..... 750.....	..... 900..... 850.....
Cayuga.....	Skeele, James Eton..... Lick, Addie..... McCollum, A. Laura (Interim)	B. A., Tor..... B. A., Tor..... B. A., Tor.....	..... Math.....	14..... 5 $\frac{1}{2}$ 1.....	..... 1.....	1,100..... 800..... 550.....	..... ..... ..... .....
Chesley.....	Luton, James T..... Longman, Edwin..... King, Elizabeth Giffard..... Tompkins, Louise Harris.....	M. A., Tor..... M. A., Tor..... M. A., Tor..... B. A., Queen's.....	Class..... Math..... Math..... Math..... Mods. and Hist.....	7..... 18.....	7..... 7..... 1..... 1.....	1,200..... 700.....	850..... 800.....
Colborne.....	Bellamy, Wesley..... Russell, Fanny Josephine.....	B. A., Vic..... ..... .....	..... ..... .....	17.....	3 $\frac{1}{2}$ 4.....	1,000..... 600.....	..... ..... .....
Cornwall.....	MacLean, Allan Edmund..... Nugent, James..... Crewson, Joseph W..... Fetterly, Hiram B..... Birchard, Alexander Fraser..... Patterson, Arnott Martin..... Wegg, Charlotte Sophia..... Healey, Rose Etta.....	B. A., Queen's..... B. A., Vic..... M. A., Queen's..... B. A., Tor..... B. A., McGill..... B. A., Tor.....	Fr., Ger..... Class..... Sci..... Commercial.....	14 $\frac{1}{2}$ 25 $\frac{1}{2}$ 15..... 2 $\frac{1}{2}$ 12..... 1..... 2.....	5..... 6 $\frac{1}{2}$ 5..... 10..... 12.....	1,350..... 1,100..... 1,050..... 1,050..... 800..... 700..... 650.....	..... ..... ..... ..... ..... ..... ..... .....
Deseronto.....	Whyte, Robert..... Sexsmith, William Newton..... McEachran, Mary.....	B. A., Tor..... B. A., Tor..... B. A., Queen's..... B. A., Queen's.....	..... ..... ..... Class.....	11..... 2 $\frac{1}{2}$ 6 $\frac{1}{2}$	4..... 3..... 7..... 4 $\frac{1}{2}$	1,050..... 700..... 1,100.....	..... 850..... 850.....
Dundas.....	Saunders, William Robert..... Lemon, Annie M..... Armstrong, Mabel Gertrude.....	B. A., Queen's..... B. A., Tor..... B. A., Tor..... B. A., Tor.....	..... ..... ..... Math.....	16..... 6..... 2..... .....	..... 3..... 1.....	1,000..... 1,000..... 1,000..... .....	..... ..... ..... .....
Dunnville.....	Witton, James Gayford..... Asseltine, Robert Whiting..... Saunders, Charlotte Annie.....	B. A., Tor..... B. A., Queen's..... B. A., McMaster.....	..... Sci..... Sci.....	16..... ..... .....	..... ..... .....	1,100..... ..... .....	..... ..... .....
Dutton.....	Smith, James Harvey.....	M. A., Queen's.....	Sci.....	16.....	7.....	1,100.....	.....

Fort William	Pilkey, Peter Joseph Wood, Elmore Everton Calhoun, Alexander (Interim)	B. A., Queen's B. A., McMaster M. A., Queen's	Math Class	1901 1902 1906	7 $\frac{1}{2}$ 5 $\frac{1}{2}$ $\frac{1}{2}$	8	1,400 1,200 1,200	...............
Gananoque	Graham, Robert George Galbraith, Thomas Maxwell Keele, Reuben Daniel Walsh, John C. (Interim)	B. A., Vic. B. A., Queen's B. A., Tor B. A., Ottawa	Math	1894 1905 1906 1906	15 $\frac{1}{2}$ 4 4 $\frac{1}{2}$ $\frac{1}{2}$	5	1,250 1,000 950 700	....................
Georgetown	Countts, Richard David Cantelon, John W. (Interim) Hicks, Fred Montford (Interim) Eby, Florence Mary (Interim)	B. A., Tor M. A., Tor B. A., Tor	Class Math	1897 1906 1906 1906	11 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 $\frac{1}{2}$	3	1,200 900 800 600	....................
Glencoe	Foucar, Walter K. Fairchild, Austin H. Cruikshank, Libbie. (Interim)	M. A., Tor B. A., McMaster B. A., Libbie.	Eng. Hist., Fr., Ger Math	1905 1905 1905	11 $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 $\frac{1}{2}$	5 5	1,000 875.....	...............
Gravenhurst	Keith, George Walter Filshie, Marion W. (Interim) Broughton, Clara E. (Interim)	B. A., Tor B. A., Tor	Math	1904 1905 1906	8 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1	.....	1,100 ..... .....	..... 550 400
Grimsby	Harrison, Charles W Strang, Rose Innis	M. A., Vic	.....	1894 1900	20 12	.....	900 .....	..... 600
Hagersville	Elliott, Thomas Edward Lemon, Mary. (Interim) Wright, Robert.	B. A., Tor B. A., Tor	Eng. Hist., Fr., Ger Math	1905 1906 1896	19 11	..... 4	1,000 775	..... 700
Harriston	Robertson, Alexander Morton Donaldson, William May, Annie. (Interim) McKee, Hannah. (Interim)	M. A., Queen's B. A., Tor B. A., Tor	Math., Fr., Ger Sci Class	1906 1906 1905 1906	12 7 2 1	3 6 1 17	1,000 900 475	..... ..... 700
Hawkesbury	O'Hagan, Thomas Higginson, Maria Adelaide. Penson, Elizabeth. (Interim)	B. A., Ottawa	.....	1906 1897 1906	6 $\frac{1}{2}$ 9 $\frac{1}{2}$ $\frac{1}{2}$	12 2 $\frac{1}{2}$ 1	1,000 700	..... 700 700
Iroquois	Stanley, Thomas E. A. McGuire, James F. Rose, Marion H. Connor, Grace L. (Interim)	B. A., Tor M. A., Queen's M. A., Queen's	Math Sci Fr., Ger Class	1897 1905 1898 1906	14 3 $\frac{1}{2}$ 8 $\frac{1}{2}$ $\frac{1}{2}$	10 4	1,125 925 ..... .....	..... 800 700
Kemptville	Sexton, James Henry Nelson, John.	M. A., Queen's B. A., Queen's	Sci Math	1905 1906	9 14	9 4	1,100 925	..........

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907.—Continued.

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of Years' Experience in a High School or Collegiate Institute.	No. of Years in Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
Kemptville—Con.	Bibby, Maria Victoria.....	B. A., Tor.....	Mods. and Hist.	1904	2½	.....	.....	.....	650
	Cowan, Margaret Taylor (Int.)	B. A., Tor.....	Class.	1906	¾	.....	.....	.....	700
	Keegan, Joseph D.... (Interim)	.....	.....	1905	1½	13	.....	600	.....
Kenora.....	Roberts, Thomas Henry.....	B. A., Tor.....	.....	1902	4	4	1,300	.....	.....
	Wilson, W. Asbury.....	B. A., Queen's.....	.....	1903	7	.....	.....	.....	.....
	Fife, Mary Hannah A.....	B. A., Tor, M. A., Harv.	.....	1906	4	.....	1,200	.....	900
Kincardine.....	Perry, Samuel Walter.....	B. A., Vic.....	Class.	1890	25	.....	1,300	.....	.....
	Courtice, Samuel James.....	B. A., Tor.....	Math.	1903	6	6	.....	1,000	.....
	McRitchie, Alex. Robinson.....	B. A., Tor.....	Sci.	1906	12	7	.....	1,050	.....
	Teskey, Kathleen.... (Interim)	M. A., Queen's.....	Mods. and Hist.	1905	1½	¾	.....	.....	750

Leamington.....	Tremee, James.....	B. A., Vic.....	Class.	1906	19	3	1,100	.....	.....
	Closs, Frank David.....	.....	Sci.	1905	10	2½	.....	750	.....
	Brown, George Allen (Interim)	B. A., Tor.....	Math.	1906	½	2	.....	800	.....
	McPherson, Hattie Georgina..	B. A., Queen's.....	Mods. and Hist.	1906	6	.....	.....	.....	700

Listowel.....	Nichol, William Wallace.....	B. A., Tor.....	Math.	1898	8½	1½	1,100	.....	.....
	Ramsay, William.....	B. A., Queen's.....	Class.	1905	2	6	.....	1,050	.....
	McCormack, Samuel G. (Inter.)	M. A., Queen's.....	.....	1906	1½	.....	.....	900	.....
	Clayton, Vivian Emily (Interim)	B. A., Manitoba.....	Co. n.	1906	1	3	.....	.....	700

Lucan.....	Sprung, Whitfield Lyman.....	B. A., Tor.....	Math	1906	3	4½	1,000	.....	.....
	Dearncees, Jean M.... (Interim)	B. A., Western.....	.....	1906	3½	1	.....	.....	550
	Mara, Ida M.....	.....	.....	1903	3½	.....	.....	.....	550
	Tuke, William H.... (Interim)	.....	.....	1905	1½	.....	.....	625	.....
Madoc.....	Watson, Alexander H.....	B. A., Tor.....	.....	1889	24	3	1,100	.....	.....

[illegible]

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907. — *Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of Years Experience in a High School or Collegiate Institute.	No. of Years in Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
North Bay	McKinley, James Matthew.	B. A., Tor.	Class.	1904	7 $\frac{1}{2}$	.....	1,350	.....	.....
	Girdwood, Arthur Reginald.	B. A., McMaster.	Math.	1904	3 $\frac{1}{2}$	.....	.....	1,200	.....
	Barr, Jean.	B. A., Queen's.	.....	1903	11	3	.....	.....	900
Norwood	Davidson, John.	M. A., LL. B., Vic.	Class.	1882	27	3	1,100	.....	.....
	Archer, Mary Alice.	B. A., Tor.	.....	1904	3	.....	.....	.....	700
	Norris, Arthur David (Interim)	.....	.....	1907	$\frac{1}{2}$	7	.....	650	.....
Oakville	Lillie, John Turner.	B. A., Vic.	Class.	1905	20	.....	1,200	.....	.....
	Hobbes, Thomas.	B. A., Tor.	Math.	1906	4	5 $\frac{1}{2}$	.....	800	.....
	Pierce, Ada E. (Interim)	B. A., Queen's.	.....	1906	1 $\frac{1}{2}$	1 $\frac{1}{2}$	.....	.....	750
Omenee.	Jardine, William Wilson.	B. A., Tor.	.....	1898	23	12	850	.....	.....
	Harvey, William Blakely.	B. A., Tor.	.....	1903	25	14	700	.....	.....
Orangeville.	Steele, Alexander.	B. A., Tor.	Eng., Math.	1879	27	.....	1,400	.....	.....
	Dunkley, Albert Wesley.	M. A., Queen's.	Class.	1901	6 $\frac{1}{2}$	.....	.....	1,000	.....
	Calvert, Joseph Fletcher (Int.)	M. A., McMaster.	Sci.	1906	2	1 $\frac{1}{2}$	.....	900	.....
	Hutchinson, May Riordan.	.....	.....	1904	4	6	.....	.....	600
	McConkey, C. M. R. (Interim)	M. A., Queen's.	Fr., Ger.	1906	1 $\frac{1}{2}$	.....	.....	.....	750
Oshawa.	Smith, Lyman C.	M. A., Vic.	Class., Eng., Hist.	1882	29 $\frac{1}{2}$	2	1,300	.....	.....
	Slemmon, Edward T.	B. A., Vic.	Math.	1892	14	5 $\frac{1}{2}$	.....	1,000	.....
	Stevenson, Louis.	B. A., Vic.	Math., Sci.	1902	14 $\frac{1}{2}$	3	.....	1,000	.....
	Wilson, Mary Agnes.	B. A., Tor.	Mods. and Hist.	1905	2 $\frac{1}{2}$	.....	.....	.....	750
	Milne, Thomas Frederick (Int.)	.....	Commercial	1906	1	5 $\frac{1}{2}$	.....	800	.....
Paris.	Bell, Walter N.	B. A., Tor.	Class.	1898	16	.....	1,400	.....	.....

	Hedley, Robert Wesley	B. A., Tor.	Math	1903	4 $\frac{1}{2}$	3	1,000	1,000	750
	Youngson, Mary	B. A., Queen's (Interim)		1906	2 $\frac{1}{2}$	2			600
	Cunningham, Evangeline G (Int)	B. A., Tor		1906	2 $\frac{1}{2}$				
Parkhill	McDougall, Neil	B. A., Tor.	Sci.	1896	12 $\frac{1}{2}$	3	1,100		
	Guest, Emily Jane	M. A., Tor.	Eng., Hist.	1901	5 $\frac{1}{2}$				900
	Cornell, May B.	B. A., Tor.	Mods. and Hist.	1906					600
	Skitch, Ernest Frederick		Com.	1906	2 $\frac{1}{2}$	2		700	
Pembroke	Ross, Ralph	B. A., Tor.	Class.	1895	20		1,350		
	White, Edwin Theodore	B. A., B. Paed, Tor.	Math.	1901	6 $\frac{1}{2}$	3		1,050	
	Shirreff, Robert Marshall		Fr., Ger.	1895	11			950	
	Forrest, William	B. A., M. D., Tor.	Sci.	1906	16	7		1,000	
Penetanguishene	Allingham, Thos. D. (Interim)	M. A., Tor.	Eng., Hist.	1906	1	16	1,000		
	Keogh, Lucius R.			1906	8 $\frac{1}{2}$			800	
	Seery, Winifred			1906	3 $\frac{1}{2}$				600
Petrolea	Bell, John Johnstone	B. A., Tor.		1886	21	1	1,200		
	Clyde, William	M. A., Queen's		1886	20	1		1,050	
	Hills, Minnie	B. A., Tor	Math.	1903	5				1,000
	Hagan, James William			1906	2	5		900	
Picton	Dobson, Robert	B. A., Vic.	Math.	1880	42	3 $\frac{1}{2}$	1,200		
	Dolan, John Henry	B. A., Queen's	Class.	1899	8			1,100	
	Bigg, Edmund Murney	M. A., Tor.	Sci.	1906	30			1,000	
	Gilchrist, Dugald A. (Interim)	B. A., Tor	Eng., Hist.	1905	1 $\frac{1}{2}$	7		900	
Plantagenet	Moorish, Celia W. (Interim)	B. A. Tor.	Mods. and Hist.	1905	1 $\frac{1}{2}$				800
	Finn, Joseph Peter	B. A., Queen's		1905	2	14	1,200		
	McIntyre, Lizzie E. (Interim)			1907		4			500
Port Arthur	Howell, William, B. L.	B. A., Tor	Class.	1904	10		1,300		
	McNab, Geo. Gibbon	M. A., Queen's	Math.	1904	2 $\frac{1}{2}$	5		1,100	
	Aitchison, Belle			1903	11	3			725
Port Dover	Liddy, William R.	B. A., Tor	Sci.	1897	10	4 $\frac{1}{2}$	1,000		
	Buchanan, Mabel A. (Interim)	B. A., Queen's		1906	1 $\frac{1}{2}$				600
Port Elgin	Clark, Joseph Campbell	B. A., Tor	Class.	1905	13	3	1,050		
	Innes, Alexander, R.			1892	18	3		800	
	Ferguson, Elma Slater			1904	2 $\frac{1}{2}$				600
Port Hope	Kirkconnell, Thomas A.	B. A., Queen's	Math.	1888	21	3	1,550		
	Stoddart, Robert	B. A., Tor	Class.	1905	10			1,000	

Simcoe	Christie, James Douglas	B.A., Tor.	Eng., Fr., Ger.	Sci.	31	1,300	1,100	1,300	1889
	Might, Lincoln	M.A., Queen's.	Sci.	Sci.	11	3	1,000	1,100	1905
	Lingwood, Frederick H.	M.A., Trin., B.A., Lon., Eng.	Class.	Class.	14	7	1,000	1,000	1904
	Hutchison, Robert A. (Interim)	B.A., Queen's.	Math.	Math.	2	12	1,000	700	1906
	Goodland, Alma	(Interim)			1907				
Smith's Falls	Houston, John Arthur	M.A., Trin.	Math.	Math.	29	3	1,300		1887
	Smith, Thomas Corlett	B.A., Queen's.	Sci.	Sci.	7	14	1,000		1903
	Lunny, Rosemary	B.A., McGill			2 ¹ ₂		800	700	1904
	Miller, Everton E. (Permit)	B.A., McMaster			1907				
Smithville	Houston, John	M.A., Tor.	Eng., Fr., Ger.	Eng., Fr., Ger.	28	6	1,000		1907
	Hill, Mary Alpena				5	3 ¹ ₂		550	1902
Stirling	Kennedy, George E.	B.A., Vic.	Sci.	Sci.	14	4	1,000		1893
	Hamilton, Margaret Alison (Int)	B.A., Tor.	Mods. and Hist.	Mods. and Hist.	1906			600	
	Baker, Sarah Jane	(Interim)			1906			550	
Streetsville	Cameron, Aldis W.	B.A., Tor.	Eng., Hist.	Eng., Hist.	13 ¹ ₂		1,000		1898
	Bell, James Stewart	(Interim)	Com.	Com.	2	2	700		1906
	Rose, Lizzie L.	(Interim)			1906			500	
Sydenham	Henry, Thomas McKee	B.A., Tor.	Math.	Math.	24	4	1,150		1903
	Ewing, Florence May	B.A., Queen's.			2 ¹ ₂	2		725	1904
	McKerracher, Florence Jennie	(Interim)						850	1906
Thorold	Bald, William Francis	B.A., LL.B., Tor.	Class.	Class.	16	3	1,200		1898
	Smith, Margaret Hübner				10			700	1898
Tillsonburg	Minns, James Edward	B.A., Vic.	Sci., Math.	Sci., Math.	16	3	1,200		1904
	Kidd, Wm. Levingston	(Int.)	Class.	Class.	2	9	800		1905
	Tate, Mabel Ethel	(Interim)			1906			750	
	Hindson, Hilda Mary				3	6		600	1904
Toronto Technical	Eldon, Robert Henry	B.A., Queen's.	Math., Com.	Math., Com.	15	7	2,500		*1904
	Young, William D.	B.A., M.D., Tor.			7		1,750		1899
	McBean, John Wm.	B.A., Tor.			1902	4	1,600		1902
	Kirkland, William Stuart	M.A., Queen's	Sci.	Sci.	10 ¹ ₂	1	1,550		1903
	Warren, James McIntosh	B.A., Tor.	Math.	Math.	1903		1,600		1903
	Ward, William	B.A., Queen's	Com.	Com.	1906	12	1,400		1906
	McPherson, Walter Ernest	B.A., Tor., LL.B., Qu'ns	Eng., Hist., Fr., Ger.	Eng., Hist., Fr., Ger.	1904	10 ¹ ₂	1,400		1904
	Wilson, William James	(Int.)	Sci.	Sci.	1902	4 ¹ ₂	1,300		1902
	Baird, William	B.A., Tor.	Com.	Com.	1903	4	1,300		1903

* Dates of appointment to the school, which became a High School in 1904.

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907. — *Continued.*

High Schools.	Names of Teachers.	Degrees	Specialists.	Date of appointment.	No. of Years Experience in a High School or Collegiate Institute.	No. of Years in a Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
Toronto Tech. — <i>Con.</i>	Rutherford, William Herbert.	M.A., Tor.	Math.	1904	31	..	..	1,300	..
	Rundle, John Ashton.	..	..	1904	2½	18½	..	1,300	..
	Wood, Frank Herbert (Interim)	B.A., Tor.	Math.	1905	1½	..	..	1,300	..
	Guillet, Cephas.	B.A., Vic., Ph.D., Clark Eng., Fr., Ger.	..	1904	9½	5	..	1,300	..
	Tennant, Isabella Leathern	B.A., Tor.	Mods. and Hist.	1904	5½	..	..	1,300	..
	Downey, Helen Elizabeth.	B.A., Tor.	Mods. and Hist.	1904	6	..	..	1,300	..
	Peake, Charles Nicholson.	..	(Instructor in Drafting)	1898	..	..	..	1,300	..
	*Mackenzie, John Alexander.	..	(Instructor in Architecture)	1906	..	..	..	550	..
	*Hahn, Gustav.	..	(Instructor in Design)	1902	..	..	..	1,000	..
	*Banks, John Lisney.	..	(Instructor in Modelling)	1906	..	..	..	600	..
	Davidson, Margaret Mary.	..	(Instructor in Household Sci.)	1902	..	..	..	1,300	..
	Marshall, Isabella Currie.	..	do.	1903	..	..	..	800	..
	Macmillan, Margaret.	..	do.	1903	..	..	..	750	..
	*Hahn, Emanuel.	..	..	..	..	..	..	..	..
	†Maynard, Carmen Moses	..	..	..	..	..	..	..	..
	†Barber, Frank	..	..	..	..	..	..	..	..
	†Rundle, Isaac Albert (Interim)	..	Math., Com.	..	..	..	..	..	..
	†Ronan, Gladys.	..	..	..	..	..	..	..	..
	†DeLaporte, Marie Annette	..	..	..	..	..	..	..	..
	†Edwards, Emma May	..	..	..	..	..	..	..	..
	†Kent, Charlotte Grace.	..	..	..	..	..	..	..	..
Trenton	Ingall, Elmer Ellsworth.	B.A., Tor.	..	1895	16	5½	1,200	..	..
	Cranston, David Loudon.	B.A., Tor.	Math	1906	3½	..	..	1,000	..
	Fattee, Mrs. Ada.	..	Eng., History	1905	20	..	..	..	800
	White, Minerva Margaret (Int.)	..	..	1906	½	10	..	..	500

Uxbridge	Park, Henry George..... Tanton, John..... (Interim) Wilkie, Marion Florence.. (Int.) Wilson, Ethel Mae.....	B. A., B. Ped., Tor..... B. A., Tor..... B. A., Tor..... B. A., Tor.....	Class..... Fr., Ger..... Fr., Ger..... Fr., Ger.....	1888 1906 1905 1904	23 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	7 $\frac{3}{4}$ $\frac{3}{4}$ 3	1,100	650 600 500
Vienna	Bonis, Henry..... Cumner, May Elvina (Interim)	B. A., Tor..... B. A., Tor.....	Class..... Class.....	1905 1906	16 $\frac{1}{2}$ $\frac{1}{2}$	1 $\frac{1}{2}$	850	600
Walkerton	Morgan, Joseph..... Norris, James..... Day, Alfred Ernest..... Cheswright, Richard C.....	M. A., Tor..... M. A., Queen's..... M. A., Queen's..... M. A., Queen's.....	Class..... Math..... Eng., Hist., Fr., Ger..... Sci.....	1881 1903 1901 1900	27 16 9 19	3 3 3 8	1,300	1,000 900 900
Wardville	Dickey, Mary Ada..... Goulding, Hannah Mitchell.....	B. A., Tor..... B. A., Tor.....	Mod. and Hist..... Mod. and Hist.....	1906 1902	4 4 $\frac{1}{2}$	2 2 $\frac{1}{2}$	800	500
Waterdown	Perry, Peter..... Ricker, Harry E..... (Interim) Reid, E. Lily..... (Interim)	M. A., Tor..... M. A., Tor..... M. A., Tor.....	Class..... Class..... Class.....	1902 1906 1906	29	8 3 3	1,000 700 400	...............
Waterford	Hume, John Patterson..... Zavitz, Arthur Stanford (Int.) Culver, Mabel Elida (Interim)	B. A., Queen's..... B. A., Queen's..... B. A., McMaster.....	Sci..... Sci..... Sci.....	1906 1906 1905	15 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	3 3 1	1,100 700 .....	..... ..... 550
Watford	Potter, Charles..... Forbes, William Browne..... McCaw, Hester E. A. (Interim) Mitchell, Blanche H. (Interim)	B. A., Tor..... B. A., Tor..... B. A., Tor..... B. A., Tor.....	Math..... Sci..... Sci..... Sci.....	1892 1906 1905 1906	20 11 1	5 3 $\frac{1}{2}$ 4	1,100 800 ..... .....	..... 550 475
Welland	McQuaig, Herbert M..... McNiece, James..... Fortner, Miss Theodore G..... Brennan, Jennie L. (Interim)	B. A., Queen's..... B. A., Tor..... B. A., Tor..... B. A., Tor.....	Sci..... Sci..... Sci..... Sci.....	1891 1896 1906 1906	21 11 2 $\frac{1}{2}$ $\frac{1}{2}$	..... 3 3 5	1,200 1,200 ..... .....	..... 600 550
Weston	Campbell, Archibald Louis..... Hawkins, Maud Mary.....	M. A., Queen's..... B. A., Tor.....	Math..... (Interim) Mod. and Hist.....	1906 1904	13 6	8	1,000	700
Wiaton	Baines, Archibald W..... Case, H. James..... (Interim) McDougall, Isabella J. (Interim)	M. A., Trin..... M. A., Trin..... B. A., Tor.....	..... ..... Eng. Hist., Fr. and Ger.....	1895 1905 1906	12 $\frac{1}{2}$ $\frac{1}{2}$	4 13 3	1,000 800	..... ..... 700

* Part time teachers—Day and Evening School.

† Part time teachers—Evening School only.

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1907. — *Continued.*

High Schools.	Name of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of Years' Experience in a High School or Collegiate Institute.	No. of Years in a Public School.	Salary.		
							Principal.	Male Assistants.	Lady Assistants.
Williamstown.	McDonald, James	M.A., Queen's	Eng. Hist., Class	1898	13	20	1,200	900	.....
	Witheril, Ebenezer Rufus	B.A., Queen's	.....	1895	13	20	.....	900	.....
	Shepherd, Martin Ward	B.A., Tor	.....	1903	5	9	.....	900	.....
Wingham	Taylor, John Andrew	B.A., Queen's	Sci	1906	8	3	1,200	.....	.....
	Workman, James G. (Interim)	B.A., Tor	Math	1906	1	2	.....	900	.....
	Smith, John Charles. (Interim)	B.A., Queen's	Class.	1906	1	3	.....	800	.....
	Ketcheson, Blanche. (Interim)	B.A., Tor	Mods. and Hist	1906	.....	.....	.....	.....	750

SUMMARY, January, 1907.

Number of Schools, Sex of Teachers, and Per- centages.		Number of Teachers.	Salaries.	Universities, etc., of Teachers.
		<i>Collegiate Institutes.</i>	<i>Collegiate Institutes.</i>	<i>Collegiate Institutes and High Schools.</i>
		Principals..... 42	Highest salary.....\$3,500	Toronto..... 338
		Assistants..... 313	Average " Principals..... 1,655	Victoria..... 29
		Total..... 355	Average " Assistants..... 1,108	Queen's..... 138
		Increase for the year 16	Average Salary.....\$1,176	Trinity..... 14
			Increase for the year..... \$51	McGill..... 2
			<i>High Schools.</i>	McMaster..... 16
			Highest salary.....\$2,500	Ottawa..... 2
			Average " Principals..... 1,155	Western..... 1
			Average " Assistants..... 817	Manitoba..... 1
			Average salary..... \$910	British..... 1
			Increase for the year..... \$38	Interim Certificates.... 161
			<i>Collegiate Institutes and High Schools.</i>	Specialists..... 404
			Highest salary.....\$3,500	Interim Specialists..... 98
			Average " Principals..... 1,303	D. Pæd..... 2
			Average " Assistants..... 975	B. Pæd..... 8
			Average salary.....\$1,039	Ph. D..... 3
			Increase for the year..... \$42	Graduates..... 543
			Average salary, Men Assistants...\$1,091	Non-Graduates..... 176
			Average salary, " Women " ... 762	Pernits..... 6
			Increase for the year, Men..... \$68	Percentage of Graduates 75.52
			Increase for the year, " Women... 39	Percentage of Non-grad- uates..... 24.48
				Percentage of Specialists and Interim Specialists 69.82
				Percentage of Non- specialists..... 30.18

APPENDIX V.—REPORT OF THE INSPECTOR OF CONTINUATION
CLASSES.

HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education, for the Province of Ontario,
Education Department, Toronto, Ontario.*

HONOURABLE SIR,—I have the honour to submit herewith my report on the Continuation Classes of the Province of Ontario for the year ending December 31st, 1906.

The appended table of statistics will be found to contain considerable information in reference to the Grade A and Grade B classes not hitherto published.

I have the honour to be,

Sir,

Your obedient servant,

April 18th, 1907.

R. H. COWLEY.

CONTINUATION CLASSES.

Continuation classes were established in the Province of Ontario in 1896, in response to a persistent demand for a more extended course of studies in the rural schools. Though this demand was sometimes voiced as a complaint against what was termed the inferior education afforded by the public school, it may fairly be considered in some sense a tribute to the efficacy of both public and high schools. Despite its limitations the public school had at least succeeded in creating some general stimulus toward a higher education than it had thus far afforded. The high school, too, had steadily widened its influence until it had come to be accepted as a satisfactory instrument of secondary education. Since 1867 the number of high schools, then weakly attended and more weakly equipped, had increased from 103 to 130 in 1896, while the roll of pupils had increased between four and five hundred per cent. Every one of these high schools, scattered over the entire province, had been a mission-house of better education; every one of the 25,000 pupils then in attendance had been in some degree a witness to the advantage of such education. Also the large army of 16,000 candidates that had been coming up yearly from the elementary schools to the Entrance Examination constituted in itself fairly conclusive evidence that the aspirations of the average man were steadily setting toward a better education for his children than that hitherto afforded by the public school.

At this point it is perhaps worth noting that, while the extension of the Entrance Examination helped to awaken public interest in the high schools, one of its first effects on the rural schools was to insinuate the idea that this examination was their proper finishing point. This soon resulted in the depletion of the Fifth classes and the consequent lowering of the rural school standard. Though some far-seeing inspectors persistently encouraged Fifth classes, the attendance in these classes gradually diminished from 17 per cent. of the total enrolment in 1867 to 2 per cent. of the enrolment in 1887.

The Public School Leaving Examination.

With the introduction of the Public School Leaving Examination in 1892 the Fifth classes began to grow until in 1897 the percentage of attendance was more than double that of 1887. The number of candidates that passed this examination during the course of its existence, from 1892 to 1899 inclusive, was in the order of years as follows:—195, 268, 690, 1,395, 1,826, 2,242, 1,980, 2,825. During these years the attendance in the Fifth classes increased in round numbers from 13,000 to 20,000, though in the same time the total attendance in all the classes of the elementary schools fell from 485,000 to 471,000. Upon the abolition of the Public School Leaving Examination in 1899 a decrease in the number of Fifth class pupils became apparent, but the percentage of attendance in these classes has not fallen so low as the standard of 1892, owing evidently to the influence of the Continuation Classes which had lately been organized and had in all probability received their first vital impulse from the Public School Leaving Examination.

Waiving the question of the ultimate place that examinations should occupy in an efficient system of public education, the outstanding facts in connection with the High School Entrance Examination, the Public School Leaving Examination and the extension of Continuation Classes seem to suggest very definitely that a formal public test and a formal public recognition of knowledge attained are a material inducement toward prolonged attendance and better education.

The Typical Continuation Class.

The four grades into which Continuation Classes are at present classified represent materially different standards of efficiency. Those known as grades C and D are not as a rule different from the ordinary rural Fifth class except in having a slightly larger attendance. Grade B is distinguished by its larger attendance and by conditions of classification which enable the teacher to devote more of his time to this class than is the case in the average grade C or D. But like these lower grades it is seldom able to carry the pupils beyond the limit of the Lower School course of the high school, and this limit is now recognized by the regulations as the legitimate field of any public school Fifth class. There is, however, another feature of the grade B class which more conspicuously differentiates it from the lower grades. It is not so much a merely local Fifth class. It affords some measure of education to surrounding sections. In 1906 the 51 grade B classes had a roll of 1,232 pupils of whom 983 were resident and 249, or more than one fifth the whole attendance, non-resident. In other words these 51 grade B classes were attended by pupils from 181 school sections, each class serving on the average more than three and a half sections.

The grade A class is the highest and may therefore be taken as the type or objective of the system. Its characteristic features are: (1) a properly qualified teacher; (2) the teacher's whole time devoted to the class; (3) the class consisting entirely of pupils who have passed the Entrance examination or its equivalent; (4) the programme of studies including the work of the Middle School of the high school course; (5) the pupils coming from a number of surrounding sections.

It will readily be seen that the very pith of these characteristics is the fact that the teacher devotes his whole time to the class. Insist upon this and the other essentials are likely to follow in due course in the majority of cases, though these are worth facilitating by special regulations.

Steady Growth of Grade A Classes.

How far the present grade A classes meet these conditions a glance at the facts will reveal. In the first place their comparatively steady growth marks them as the apparent goal of the lower grades. The grades C and D depend largely upon the numbers in their respective localities that pass the Entrance examination from year to year, and this means that they are in a more or less unstable condition. In 1900 there were in all 337 of these classes, rising to their maximum of 432 in 1902 and falling again to their minimum number of 300 in 1906. As for the grade B classes they seem to be chiefly a recruit-

ing ground for grade A. In 1897 there were 51 of these classes reported. In 1899 they attained their maximum of 69 and from that time gradually fell till in December, 1906, there were 51 reported,—the same number as in the year of their origin.

The grade A classes are evidently on a more permanent basis, and their growth has been sufficiently uniform and decisive to indicate that they are supplying a definitely felt need and that in the near future they may fill a place of some influence in the school system. Following are the respective numbers of these classes reported on June 30th of each year from 1897 to 1906 inclusive:—27, 44, 45, 50, 55, 59, 65, 68, 78, 88. In 1897 there were 1,265 pupils in attendance, increasing to 2,200 in 1900, while in June, 1906, there were 2,957 pupils reported in 88 classes of this grade. In December, 1906, the number of grade A classes had grown to 91, while the roll of pupils had increased since midsummer by 35 per cent., showing a total for the calendar year of 3,993.

Number of Sections Represented.

Of this number 2,627 come from the 91 sections in which the classes are located and 1,366 pupils, or more than one-third of the total attendance, come from 569 surrounding sections. Thus the 3,993 pupils represent a total of 660 school sections or an average of more than seven sections for each grade A class.

Probably seven sections per school is a larger number than the ultimate desideratum, as the object of the Continuation Class is not to build up large classes or high schools at a few centres but rather to encourage less pretentious though efficient classes such as may be maintained by a group of four or five average sections. In the meantime the benefits afforded to surrounding sections by the large classes are worthy of all appreciation, but the time may come when it will be desirable to restrain the growth of such classes where their influence is clearly to the effect of preventing the establishment of classes at other suitable centres. For it may be taken for granted that the farther the non-residents have to go the fewer of them will attend, and in such condition one of the main ends of the Continuation Class—that of supplying a measure of better education to every child beyond the reach of the high school—will be frustrated.

Teachers.

The qualifications of the teachers of the grade A classes are well up to the requirements of the Regulations, but owing to the existence of options on the academic courses for teachers' certificates it is not unusual to find teachers in charge of Continuation Classes who have not had the preliminary preparation fitting them to teach all the subjects. Herein lies one of the difficulties at present encountered by the one-teacher Continuation Class. The question of properly improving Continuation Classes must be closely indented with that of the efficient preparation of first class teachers in both scholarship and practice.

Of the 91 principals of grade A classes 83 hold first class certificates, 7 second class, and 1 a temporary certificate. There are 4 of the grade A schools with each a staff of 3 teachers in Continuation work, 25 with two teachers, and 62 with 1 teacher. Of the 144 teachers employed in the grade A classes, 117 devote their whole time and 27 part of their time to Continuation work, making an average of about 131 teachers giving whole time.

Pupils and Classification.

Of the 3,993 pupils enrolled in the grade A classes, 3,666 or over 90 per cent. had passed the Entrance examination; 1,614 are enrolled in the first year, 1,143 in the second year, 1,214 in the third, and 22 in the fourth or the Upper School, this work being outside the ordinary scope and receiving attention in only 4 of the larger classes. About 30 per cent. of the pupils were in the work of the Middle School, about 69 per cent. in the Lower School and considerably less than 1 per cent. in the Upper School. In the High Schools 63 per cent. were in the Lower School, 28 per cent. in Middle School and 9 per cent. in Upper School.

As to the source of the pupils in grade A classes, 1,747 or 44 per cent. were drawn from the farm, 707 or 18 per cent. from the homes of the mercantile classes, 240 or 6 per cent. from the professions, and 1,299 or 32 per cent. from various other occupations.

On the other hand of the 876 pupils who left school during the year for various destinations, the farm gained 79 or only 9 per cent; 183 or 21 per cent entered mercantile life; 89 or 10 per cent went to the professions; and 525 or 60 per cent took up various other occupations.

Efficiency of the Grade A Classes.

While the efficiency of any individual school for the time being may be determined by careful inspection, the success of a system or institution is a matter of wider relations and can be safely estimated only by taking into account certain additional features that become apparent in a general view. In the case of the classes in question the general features are on the whole of a re-assuring nature. Among these may be mentioned increase in the number of classes, growth of attendance, voluntary grants, willingness to pay fees, improvement of equipment, success at examinations etc. The number of the classes and the increased attendance have already been definitely referred to. The local expenditure is no less important an indication of public approval and therefore of general efficiency.

Collection of Fees.

Though the maximum fee in few cases exceeds \$1 per month even this sum amounts to more than the average public school tax per pupil, and the fact that it is willingly paid is in itself a tribute to the efficiency of the class. The total fees contributed in 1906 amounted to nearly \$12,000 or about \$127 per class.

• In 43 classes resident pupils are admitted free, while 23 classes are also free to non-residents. In 31 classes both pay the same fee. Having regard to the fact that a considerable proportion of the maintenance of these classes is derived from sources other than the section, it might be fair to impose a uniform fee on all the pupils alike or to apportion a part of the annual government grant on the basis of attendance of non-residents, it being assumed that those classes encouraging such attendance are in that respect accomplishing an important part of their mission.

Voluntary Grants.

A more striking evidence of public approval is the growing tendency of county councils to pay a voluntary grant over and above the considerable statutory grant they are at present required to give in duplication of the government grant. In at least fifteen counties such voluntary contributions appear to have been made in 1906. These extra grants usually range from \$75 to \$150 per teacher. Last year 37 out of the 91 grade A classes and 13 out of the 51 grade B classes benefited by such spontaneous assistance, the total sum thus given being \$7,124.75 or nearly 40 per cent. in excess of the statutory requirement.

Accommodation and Equipment.

The past year has been one of good progress in respect of accommodation and equipment. Where grade A classes have been in existence for a few years it is not uncommon to find that Boards have enlarged their school buildings to provide permanent accommodation. Recently some fine wings have been erected, including not only class rooms but modern appointed laboratories for the use of the classes in science.

Of the total value of the equipment in December, 1906, \$17,933—\$4,913 represents the value of additions during the year, the average equipment for each grade A class now-standing at \$197. This consists mainly of apparatus for physics and chemistry. It must still be admitted that in too many of these classes the supply of apparatus is inadequate for the work in hand, and it would evidently be in the interests of efficiency to have respect to this matter in future distributions of the grants.

The school library is another very important part of the equipment, but as the necessities of the course have not called attention to it so obviously as to the need for scientific apparatus, it has been generally overlooked, there being only eight or ten schools with good libraries, while over half the grade A classes are substantially without libraries.

Considering the paramount importance of English Literature and the habit of reading along right lines as conspicuous features of a good secondary course, it would surely not be going too far to insist upon a reasonably well stocked library as an indispensable part of the equipment of every grade A Continuation Class. The special catalogue of books for this purpose recently issued by the Education Department will be a suggestive guide to School Boards and teachers.

Results of Examinations.

In 1904, the last year for which such statistics have been published the high schools sent up, approximately, 2,450 candidates to the Junior Leaving examination, passing 1,230 or 50 per cent. of whom 27 took honours. Last year the grade A Continuation Classes sent up 396 candidates to the same examination, passing 193 or 49 per cent, of whom 52 took honours. In each case the number of successful candidates from high school and continuation class represented exactly the same percentage, 16 per cent, of the total number of pupils enrolled in the Middle School of each institution.

While success at examinations cannot be urged as an adequate measure of the work of a school, failure at examinations may fairly be regarded as some evidence of weakness. The absence of such failure in the case of the Continuation Class and the parallel between it and the High Schools, which have long since won the confidence of the people, affords no ground to conclude that the Continuation classes are not doing substantial work. The better equipment and accommodation of the high schools; the enthusiasm and stimulus of numbers; the thoroughness of the special teacher and the intensive presentation of his subject; the broadening influence of contact with the minds of several such teachers—have all been properly urged as characteristic advantages of the up-to-date high school.

Comparison with High Schools.

On the other hand there are those who maintain that in excess of these virtues of the high school are occasionally to be found certain inherent and far-reaching weaknesses. It is claimed that the specialist is liable to lose sight of the personality and interests of the pupil in the subject of study; that departmental teaching prevents due correlation and sometimes results in isolated and narrow teaching; that the conditions of urban life are more distracting to the mind of the student than are the quiet surroundings of the average Continuation Class; that in the latter case the pupil enjoys the signal advantage of pursuing his studies while still under the parental roof; that the interest, influence and constant supervision of the same teacher which is possible in the Continuation Class makes very definitely for the better development of the pupil; that the extent to which he is necessarily thrown on his own resources is in happy contrast with the over-teaching of the high school.

While some of these comparisons are often pressed too far, it is perhaps quite safe to assert that the precise value of specialism in the secondary school is a subject that has not yet been wholly transferred from the region of the debatable. In any event there is an admitted antithesis between the high school and the Continuation Class in this respect,—the high school teacher teaching a limited number of subjects to a considerable number of pupils, the Continuation Class master teaching a considerable number of subjects to a limited number of pupils;—in other words, the former specializes in studies, the latter specializes in students.

In their general circumstances the grade A Continuation Classes to-day are relatively in at least as promising a condition as were the high schools forty years ago when in a similar state of infancy. Having regard to the splendid growth and present efficiency of the high schools, the following comparative statistics suggest ground for favorable anticipations in respect to the future of the Continuation classes:—

	1867. High Schools.	1907. Grade A Continuation Classes.
Total number of schools.....	103	91
Total number of teachers.....	159	131 (approx)
Number of teachers per school.....	1.5	1.4
Number of pupils enrolled.....	5,696	3,993
Average number of pupils per school.....	55	44
Average number of pupils per teacher.....	36	30
Total fees for the year.....	\$15,605	\$11,700
Average total fees per school.....	\$152	\$128
Average fees per pupil.....	\$2.74	\$2.93
Total salaries paid teachers.....	\$94,820	\$83,905
Average salary per teacher.....	\$596	\$645
Percentage regularity of attendance.....	55	67 (approx)
Amount of annual Government grant.....	\$54,562	\$18,605 (1906)
Amount of annual Gov't grant per unit avge. attendance	\$17.38	\$8.16
Number of schools charging fees.....	67	68
Number of schools free.....	36	23

Perhaps the most striking feature of this comparison is the disparity in the amounts and rates per capita of the Government grants paid to encourage high schools and continuation classes respectively. Considering the fact that the latter classes are intended to afford to the rural districts as good an education as that long since supplied by the high schools to the cities and towns, it would appear to be just and expedient that an equally liberal basis of Government grants should now be adopted toward continuation classes, since it is in the initial stages of an institution that the greatest difficulties are usually encountered and timely assistance is of most effect in securing permanency and progress.

The Continuation Class and the Farm.

It has already been stated that of the 3,993 pupils enrolled in the grade A classes, 1,747 or 44 per cent. come from farm homes, and that of the 876 pupils who left these classes during the year only 79 pupils or 9 per cent. returned to the farms. Assuming that the number who left during the year includes a due proportion of pupils from the farm, the figures point to the inference that out of every 5 pupils from the farm who attend these classes only one returns to the farm. This would indicate that the education now being given in the continuation classes is not a whit more encouraging to the pursuit of agriculture than is that of the high school or the collegiate institute.

It is of course reasonable to expect that country boys will be drawn in large numbers into the many new and constructive occupations that are springing up from time to time owing to the steady progress of science and invention. Owing to their home training and the lessons learned from their daily environment they are specially fitted for success in such pursuits. But making allowance for these productive industries as an appropriate destination for country boys, and having regard also to the great importance of agriculture, it is hard to avoid the conclusion that the rural districts pay to the urban centres too great and constant a toll of their best blood.

If agriculture is of fundamental importance; if it is compatible with the dignity and development of the individual; if it can be promoted by technical instruction; if technical education may properly be introduced on the plane of the secondary school; if secondary instruction may fitly be shaped

to the life-work of the people;—and to-day these are all commonly accepted hypotheses,—it may soon become advisable to consider to what extent the curriculum of the continuation class should be further modified to encourage the pursuits of the farm and promote the interests of the farm home.

At present the obligatory course of study is not even neutral in this respect. It rather inclines to draw youth away from the farm and rural life. Not only are examinations for matriculation into the university and for entrance to teaching distinctly provided for, but through long force of habit and circumstances these are made a special end in nearly all the secondary schools of the Province. To some extent, too, special attention is given to commercial subjects. While it may be claimed with some propriety that the studies tending in these directions are also of value in the education of the farmer, there is nothing in the required courses to incline the student to think definitely or even to think at all of farming as a desirable life-work; on the other hand there is much in the definite aim of the school and the long usage of the system to actually cause him to gravitate away from the farm.

Undeniably our secondary schools have for many years gone farther than providing a course for general culture;—they have given the student a distinct bias toward the professions and intentionally also toward mercantile pursuits. The very fact that the graduates of our rural schools have been forced to repair to the towns and the cities to obtain their secondary education has of itself constituted a longstanding, serious and unadvisable discrimination against the progressive development of rural life.

In this relation we have come to the parting of the ways. Secondary education must be limited to the needs of general culture without bias toward any pursuit, or agriculture—our greatest productive industry—must receive its due share of encouragement through the technical and scientific courses of our secondary schools. There can be no escape from the logic of this position. To adopt the latter alternative would be to act in harmony with the recognized tendency of our school system and the general trend of educational opinion.

All this would involve some change in the curriculum of rural continuation classes as also in the courses of those who are to become teachers in the rural schools. The outstanding features of such courses would be:—(1) A fixed curriculum of general cultural value for all teachers, (2) A special course in agriculture for male teachers, (3) A special course in the economics of the farm home for female teachers. A continuation class with a staff of one male and one female teacher so qualified would be competent to conduct a general course of as high a standard as that now prescribed, taking up at the same time such phases of practical work as would awaken a deep and intelligent interest in country life. The crowning fruit of such a system would be the eventual production of a rural population well informed as to the advantages of education and therefore intent on maintaining efficient rural schools.

Such work on the part of continuation classes is requisite to bridge the gulf between the rural school and the Ontario Agricultural College. It is requisite to a balance in the system of secondary schools which now afford a convenient avenue to the colleges of arts, medicine, law, theology, dentistry, pharmacy,—in fact to almost every higher school of learning and practice in the land except to the agricultural college, which alone is supposed to be the farmer's university, but which is really so little patronized by the country boy with a secondary education that it is forced to devote a considerable share of its energy to elementary non-technical work with

which none of the other colleges are encumbered, and which ought to be done in the Fifth classes, Continuation classes and High Schools of the Province. A proper co-ordination of work between the Ontario Agricultural College and the Continuation classes must have the ultimate effect of inducing hundreds of farmers' sons and daughters to attend the agricultural and domestic science courses of the provincial institution which, relieved of the elementary work that now impedes it, would become more widely effective in its special mission to the tiller of the soil.

Recommendations.

Having regard to the present condition and the future efficiency of Continuation classes in respect both to their own immediate sphere and the school system as a whole, the following recommendations are submitted:—

(1) That the present system of grading Continuation classes be abolished and that there be henceforth but one type of Continuation class or school identified by the following characteristics:—

(a) At least one properly qualified teacher devoting whole time to pupils who have passed the High School entrance examination or its equivalent.

(b) The course of work extending, if required, as far as the Middle school of the High School inclusive.

(2) That the present grade B classes be recognized, if at all, for a limited period only, upon the expiry of which those, if any, that have not risen to the standard of Continuation Schools proper might henceforth be ranked as Fifth classes.

(3) That the grades C and D classes be ranked in future as Fifth classes and that the grants to all Fifth classes of reasonable size be paid in proportion to their merit, on some such basis as average or aggregate attendance, an average annual attendance of three pupils being the minimum recognized, it being first assured that the qualifications of the teacher and other conditions are satisfactory.

(4) That the work of Fifth classes be confined to a course of two years. the extent of the work in each subject being limited to the range of the Lower School of the High School.

(5) That an examination under the auspices of the Education Department be established at the end of the Fifth class course, such examination having the standing of a senior entrance examination, the certificate admitting the holder to the Middle School of the Continuation School and serving also as a district certificate where such is necessary.

(6) That a new basis of paying grants be adopted, with special reference to such matters as the salary of the teacher, the accommodation, the equipment and the attendance.

(7) That where fees are charged the rate shall be uniform for resident and non-resident pupils alike, and shall not exceed \$1 per month.

(8) That when the time arrives for modification of the course of studies special consideration shall be given to such practical work as shall best contribute to the attractiveness and completeness of rural life.

(9) That in order to facilitate the improvement of accommodation and equipment of Continuation Schools the Government grant for the current year be made at least \$40,000.

CONTINUATION CLASSES—GRADE A.

Statistics for the year

Inspectorate.	Name of School.		Teachers.
	Post Office.	School Section.	
			Names and degrees of teachers giving whole or part of time to Continuation Class.
1 Algoma	Bruce Mines	Bruce Mines, Town.	W. J. Osborne.
2 Brant	St. George	8 South Dumfries ..	Annie K. McGregor, B.A.
3 Bruce W.	Southampton	Southampton, Town	A. E. Green
4 "	Ripley	10 Huron	Miss W. Dengate
5 "	Paisley	Paisley Village	D. Ross
6 "	Teeswater	Teeswater Village ..	Isabella Dobbie
7 Carleton	Kinburn	5 Fitzroy	Dougald Graham
8 "	Fitzoy Harbour	8 Fitzroy	John T. Royden
9 "	Kenmore	15 Osgoode	George Brown Bell
10 "	Metcalfe	11 Osgoode	Mr. Lawr.
11 "	Cummings Bridge ..	9 Gloucester	Miss Nellie Martin
12 "	Bowesville	5 Gloucester	Katharine Caesar
13 "	Kars	3 North Gower	Lulu E. Mulloy
14 "	Richmond West	Richmond Village ..	Mary D. Harkness
15 "	North Gower	6 North Gower	Ida Norton
16 "	Munster	5 Goulburn	Miss M. Maud Norton ..
17 "	Ashton	7 Goulburn	Miss M. E. Norton
18 "	Ottawa East	Ottawa East, Village.	Miss Edith Adams
19 Dufferin	Shelburne	Shelburne Village ..	Miss Edith E. Hughes ..
20 "	Grand Valley	Grand Valley Village	Edith M. Stewart
21 Dundas	Winchester	Winchester Village ..	Laura Whitney
22 "	Morewood	12 Winchester	H. L. MacDougall
23 "	Chesterville	Chesterville Village ..	Emma Craig
24 Durham	Millbrook	Millbrook Village ..	Bertha Mabel Gurney
25 Elgin	Rodney	5 Aldborough	H. May Peregrine
26 "	West Lorne	6 "	Muriel C. Payne
27 Essex, S.	Kingsville	Kingsville, Town ..	T. E. Langford, M.A.
28 "	Comber	4 Tilbury West	Nellie DeCou B.A.
29 "	Amherstburg	Amherstburg, Town	A. M. Warner
30 "	Harrow	9 S. Colchester	B. C. Taggart
31 Glengarry	Maxville	Maxville, Village ..	Horatio Loucks
32 Grey, S.	Hanover	Hanover, Town	Geo. H. Steer
33 "	Durham	Durham, Town	D. Hampton
34 Haliburton, etc ..	Huntsville	Huntsville, Town ..	J. E. Marcellus
35 Haldimand	Jarvis	10 Walpole	Alex. G. Leitch
36 Halton	Acton	Acton, Village	Fred. J. Voaden
			Leona McCutcheon, B.A.
			Dorothea L. Scott
			Gilbert Summers
			Retta M. Hicks
			Miss Stella Mott
			C. H. Cecil Moyer
			Jas. A. Magee
			Thos. Allan
			Lena M. Forfar, B.A.
			Florence McKerracher ..
			A. C. Bernath
			D. T. Aiken
			W. H. Stewart
			Jessie C. McKinnon

CONTINUATION CLASSES—GRADE A.—Continued.

ending December 31st, 1906.

Teachers.				Attendance and classification of pupils.													
How many giving whole time?	How many giving part time?	Professional certificate.	Annual rate of salary.	Total pupils enrolled.	Number of boys.	Number of girls.	Average age Dec. 31, 1906.	Number who passed Entrance exam.	Number of days school open.	Aggregate attendance 1906.	Number of pupils from section.	Number from other sections.	How many other sections.	Number in 1st year (Lower school.)	Number in 2nd year (Lower school.)	Number in 3rd year (Middle school.)	Number in 4th year (Upper School.)
1	1	1st	800	41	16	25	16	41	198	4,449	38	3	3	12	15	14	...
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	1	1st	600	35	20	15	15	33	197	4,740	21	14	5	14	11	10	...
	1	1st	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	1	1st	750	25	10	15	15	25	197	2,430	24	1	1	15	10	...	...
	1	1st	425	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	1	1st	600	23	8	15	14	23	208	2,776	20	3	3	6	10	7	...
5	1	1st	800	61	19	42	15	58	198	7,398	43	18	9	29	10	22	...
	1	1st	600	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	1	1st	650	51	28	23	15	12	199	6,688	28	23	9	19	20	12	...
	1	1st	425	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	1	1st	500	27	14	13	14	27	202	3,096	19	8	4	10	15	2	...
8	1	1st	550	35	17	18	16	3	198	4,302	18	17	4	16	13	6	...
	1	1st	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	1	1st	500	19	9	10	15	19	182	2,238	12	7	2	7	4	8	...
10	1	1st	500	51	24	27	15	50	172	6,188	27	24	12	25	12	14	...
	1	1st	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	1	1st	500	12	4	8	14	11	84	1,454	9	3	2	9	2	1	...
12	1	1st	500	12	4	8	18	7	83	707	10	2	1	11	...	1	...
13	1	1st	500	32	15	17	16	30	198	3,020	14	18	13	18	7	7	...
	1	1st	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	1	1st	500	38	18	20	14	37	190	4,156	32	6	3	22	12	4	...
15	1	1st	500	26	11	15	15	26	173	2,791	15	11	4	11	10	5	...
16	1	1st	400	14	7	7	14	13	196	1,996	5	9	3	5	9	...	...
17	1	1st	500	24	11	13	15	...	195	2,212	11	13	4	12	4	8	...
18	1	1st	425	30	14	16	14	29	196	2,792	19	11	5	18	7	5	...
19	1	1st	825	68	25	43	15	67	195	5,499	37	31	16	23	21	24	...
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	1	1st	700	42	18	24	14	40	191	3,353	26	16	6	22	10	10	...
21	1	1st	700	54	13	41	15	54	199	7,203	44	10	4	21	14	19	...
22	1	1st	750	42	18	24	15	42	208	5,866	20	22	8	6	7	29	...
23	1	1st	650	43	17	26	15	43	198	4,779	35	8	4	12	10	21	...
24	1	2nd	600	48	21	27	15	48	196	4,862	33	15	9	24	...	24	...
25	1	1st	575	33	12	21	16	33	205	3,884	29	4	3	19	12	2	...
26	1	1st	600	39	20	19	13	37	204	4,507	37	2	2	21	18	...	...
27	1	1st	800	26	12	14	14	26	191	3,653	22	4	3	26	...	...	...
28	1	1st	550	32	9	23	16	32	194	3,763	23	9	3	12	6	14	...
	1	1st	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	1	1st	800	39	16	23	16	39	190	2,759	38	...	...	24	5	10	...
	1	1st	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	1	1st	500	18	5	13	15	17	189	2,401	14	4	2	14	4	...	...
31	1	1st	600	40	19	21	15	38	195	4,277	23	17	8	22	10	8	...
32	1	1st	825	52	17	35	14	51	191	7,394	39	13	9	20	18	14	...
33	1	1st	800	111	37	74	16	111	194	13,142	60	51	25	30	29	52	...
	1	1st	575	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1	1st	475	...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	1	1st	900	33	9	24	14	30	198	4,412	30	3	1	24	9	...	...
35	1	1st	700	42	17	25	14	42	192	4,544	32	10	3	13	29	...	...
36	1	1st	700	41	13	28	15	41	193	4,763	33	8	4	23	10	8	...
	1	1st	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...

CONTINUATION CLASSES—GRADE A.—Continued.

Statistics for the year ending

Number of pupils in

English Grammar.		English Composition.	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.	Modern History.	Geography.
1	41	41	41	41	41	14	.....	.....	14
2	35	35	35	35	35	21	35	35	35
3	25	25	25	25	25	.....	.....	.....	25
4	23	23	23	23	23	17	23	23	23
5	61	61	61	61	61	22	.....	.....	61
6	51	51	50	50	51	32	.....	.....	50
7	27	27	27	10	27	2	.....	.....	25
8	35	35	35	35	35	35	.....	.....	35
9	19	19	19	19	19	12	.....	.....	19
10	51	51	51	51	51	26	.....	.....	51
11	12	12	12	12	12	1	.....	12	12
12	12	12	12	12	12	1	.....	12	12
13	32	32	32	32	32	7	.....	32	32
14	38	38	38	38	38	11	.....	.....	38
15	26	26	26	26	26	5	.....	.....	26
16	14	14	14	14	14	9	.....	.....	14
17	16	16	16	16	16	5	.....	.....	16
18	30	30	30	16	30	12	.....	.....	30
19	68	68	68	68	68	24	.....	68	68
20	42	42	42	42	42	10	.....	.....	42
21	54	54	54	53	53	17	54	54	54
22	42	42	42	42	42	.....	.....	.....	42
23	43	43	43	43	43	31	.....	.....	43
24	48	48	48	48	48	24	.....	.....	42
25	33	33	33	33	33	2	.....	33	33
26	39	39	39	39	39	.....	.....	.....	39
27	26	26	26	26	26	.....	.....	.....	26
28	32	32	32	19	32	17	.....	.....	32
29	39	39	35	35	35	10	.....	10	35
30	18	18	18	18	18	.....	.....	18	18
31	40	40	40	40	40	8	.....	.....	38
32	52	52	52	52	52	38	.....	.....	52
33	111	111	111	111	111	52	.....	.....	111
34	33	33	33	33	33	.....	.....	.....	33
35	42	42	42	42	42	.....	.....	.....	42
36	30	30	30	30	30	12	.....	.....	11

CONTINUATION CLASSES—GRADE A.—Continued.

December 31st, 1906.—Continued.

the various subjects.

Reading.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology	Botany.
1 27	41	41	41				38			12
2 35	35	35	35		28		33			14
3 25	25	25	25		8	8	11			25
4 23	23	23	23		17		23		16	16
5 39	61	61	61		22		43		39	39
6 50	51	51	50		38		44			31
7 25	27	27	27		27		27		25	25
8 29	35	35	35		10		16		19	19
9 19	19	19	19		12		19		7	7
10 51	51	51	51		41		45		25	25
11 12	12	12	12				12		11	11
15 11	12	12	12		7	7	11			11
13 32	32	32	32				32			32
14 38	38	38	38				38		38	38
15 26	26	26	26		20		26		26	26
16 14	14	14	14				14		14	14
17 16	16	16	16		11		13			11
18 30	30	30	30		30		30			16
19 44	68	68	68		25		47		44	44
20 42	42	42	42				42			32
21 54	54	53	53		26		22		35	35
22 42	42	42	42						42	42
23 43	43	43	43		18		43		22	22
24 48	48	48	48		40		22			24
25 33	33	33	33						33	
26 39	39	39	39				36		39	39
27 26	26	26	26				25			26
28 19	32	32	32		22		22		11	19
29 35	39	31	35		5		29		25	25
30 18	18	18	18				12		12	12
31 40	40	40	40		19		40			
32 52	52	52	32			41	42			38
33 59	111	111	111		59		59			59
34 33	33	33	33							33
35 42	42	42	42		15		35		42	42
36 17	30	30	30		23		21			17

CONTINUATION CLASSES—GRADE A.—Continued.

Statistics for the year ending

Number of pupils in the various

Chemistry.	Physics.	Mineralogy.	Writing.	Book-keeping.	Stenography.	Typewriting.	Art.	Physical Education.	Special Commercial Course.	Special Manual Training Course.
1 14	29	.....	12	12	.....	.....	26	.....	.....	.....
2 21	35	.....	.....	14	.....	.....	14	.....	.....	.....
3	25	.....	25	25	19	19	25	.....	19	.....
4 17	23	.....	16	16	.....	.....	16	23	16	.....
5 61	61	.....	39	39	.....	.....	39	.....	.....	.....
6 17	17	.....	19	38	11	.....	39	.....	.....	.....
7 2	27	.....	25	25	.....	.....	25	.....	.....	.....
8 35	35	.....	29	29	.....	.....	29	35	.....	.....
9 12	19	.....	9	9	.....	.....	9	.....	.....	.....
10 40	51	.....	25	25	.....	.....	25	.....	.....	.....
11 3	12	.....	9	12	.....	.....	11	.....	.....	.....
12 12	12	.....	11	11	.....	.....	11	.....	.....	.....
13 13	32	.....	14	24	.....	.....	32	.....	.....	.....
14 38	38	.....	38	24	.....	.....	22	.....	.....	.....
15 26	26	.....	26	21	.....	.....	21	.....	.....	.....
16 14	14	.....	.....	14	.....	.....	14	.....	.....	.....
17 5	16	.....	.....	8	.....	.....	.....	.....	.....	.....
18 21	21	.....	39	29	.....	.....	30	.....	.....	.....
19 68	68	.....	35	35	.....	.....	35	68	.....	.....
20 42	42	.....	22	22	.....	.....	22	.....	.....	.....
21 33	54	54	33	33	.....	.....	33	.....	.....	.....
22 42	42	.....	13	13	.....	.....	24	.....	.....	.....
23 43	43	.....	.....	12	.....	.....	22	.....	.....	.....
24 11	48	.....	40	31	.....	.....	31	.....	.....	.....
25 7	33	.....	33	10	.....	.....	33	33	.....	.....
26 39	39	.....	21	39	.....	.....	39	.....	.....	.....
27	26	.....	26	26	.....	.....	26	.....	.....	.....
28 17	32	.....	19	19	.....	.....	19	.....	.....	.....
29 10	35	.....	29	29	4	4	.....	.....	4	.....
30	12	.....	18	18	.....	.....	18	.....	.....	.....
31 8	6	.....	40	38	.....	.....	38	.....	.....	.....
32 32	32	.....	52	35	.....	.....	20	.....	.....	.....
33 111	111	.....	30	30	.....	.....	30	.....	.....	.....
34 33	33	.....	33	33	.....	.....	33	.....	.....	.....
35 42	42	.....	42	42	.....	.....	42	.....	.....	.....
36 30	30	.....	17	17	.....	.....	17	.....	.....	.....

CONTINUATION CLASSES.—GRADE A.—Continued.

December 31st, 1906.—Continued.

subjects.—Continued.				Examination results.											
Special Household Science.	Special Arithmetic and Eng. Grammar.	Special Art Course.	Special Agricultural Course.	Candidates for District Certificates.	Number who passed.	Candidates for Jr. teachers.	Number who passed.	Number obtaining honors.	Candidates for Sr. teachers.	Number who passed.	Number obtaining honors.	Candidates for Jr. matriculation.	Number who passed.	Number obtaining training honors.	Candidates for Sr. Matriculation.
1				2		1	1								
2												2	1		
3															
4	17	16				3	1					3	1		
5						9	6	4				6	4	2	
6						7	2					4	3		
7															
8						1	1								
9															
10						10	5	2				5	3		
11															
12															
13						5	1	1				1	1		
14						4	2								
15															
16				8	8										
17												2	2		
18															
19	20					13	3					5	2		
20															
21						5	1								
22	14					9	7	1							
23						7	3					1			
24						7	1					5	3		
25	2					7	4								
26															
27															
28	17					12	5								
29	4					3	1					1			
30															
31	8	6		8	5										
32						3	2					1	1		
33						20	9	2				7	2		
34				6	6										
35	42														
36	11					4	4					2	2		

CONTINUATION CLASSES—GRADE A.—Continued.

Statistics for the year ending

		Destination of pupils.						Occupation of parents						Value of				
Number who passed.	Number obtaining honors.	Mercantile life.	Agriculture.	Law, medicine or the church.	Teaching.	Other professions.	Other occupations.	Commerce.	Agriculture.	Mechanical occupations.	Professions.	Other callings.	Maps, globes, etc.	Scientific apparatus.	Library.	Models for drawing.	Physical education.	
1		5		1	1			7	18	6	2	8	\$ 15 00	\$ 220 00	\$ 50 00	\$ c.	\$ c.	
2			1			1	3	5	16	8	1	5		169 00	56 00			
3		1	1				11	9	2	6		8				10 00		
4		1		2			4		12	1	2	8	35 00	60 00	20 00	5 00	5 00	
5		1		2	6		2	17	22	3	5	14		350 00				
6		6		1			5	11	24	10	2	4	25 00	150 00	25 00	15 00		
7			1						24	1				36 00				
8		2	1		1		6	4	21	3	2	5	8 00	107 00	4 00			
9		1				1			10	7	1	1		46 00				
10		4	2		3	6	1	7	27	9	2	6	25 00	135 00	75 00			
11							2		10			2		85 00				
12							2		12				80 00	50 00				
13		3	1		1	1	18		21	2		9		152 00	38 00			
14		1			2			4	27	3	4			100 00				
15								5	17	4				75 00				
16									13	1				26 00	19 00			
17			3						20	3	1			55 00				
18		1					7	6	6	3	4	11		25 00				
19		4	5	1	9		10	27	27	6	2	6	72 00	378 00	120 00	10 00		
20		4	3				5	11	20	3		8	22 00	200 00	43 00	4 00		
21		5			1		13		17	8	2	14	25 00	80 00	5 00			
22		1	1		6		1	3	30	7		2	10 00	300 00	25 00			
23		3	2		3		3	7	12	13	4	7	40 00	132 00	30 00			
24		5	1	1	1		12	13	26	6	1	2	36 00	96 00	8 00	3 00		
25			1		2	4		6	18		1	8	40 00	125 00	80 00			
26							9	4	11	3	2	19						
27		2	1	2	7			7	9	3	3	4	60 00	80 00	75 00			
28			1		6	1	2	6	21	3		2	25 00	200 00	20 00			
29		2	1					7	3	10	6	13						
30							2	4	7	4	2	1		60 00				
31		2						12	17	4	2	5	40 00	60 00	2 00			
32		3		1	2		1	17	15	13	4	3	16 00	150 00	35 00	1 00		
33		1	1	1	7	2	3	7	59	7	8	30	10 00	215 00				
34		2					1	11	4	7	2	9	25 00	100 00	25 00	2 00		
35		2					5	2	18	7	10	5	80 00	120 00		5 00		
36		1			5	1	1	5	12	2	2	20		75 00				

CONTINUATION CLASSES—GRADE A.—Continued.

December 31st, 1906.—Continued.

equipment.				Fees.			Grants.			
Typewriters.	Museum, aquarium, collections.	Total value.	Value of additions, 1906.	Monthly fee of pupils of section.	Monthly fee other pupils.	Total fees for year.	Amount of Legislative grant.	Amount of statutory county grant.	Amount of special county grant.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1		285 00	200 00		1 00	15 00	300 00			
2		225 00	101 00		25	21 00	150 00	150 00		
3	105 00	115 00		80	80	78 00	150 00	150 00	100 00	
4		125 00					150 00	150 00	100 00	
5		350 00	73 00	L.S. 50 U. S. 25	L.S. 1 00 U.S. 1 25	326 50	275 00	275 00	100 00	
6		215 00	75 00	50, 75, \$1	50, 75, \$1	219 75	150 00	150 00	200 00	
7		36 00	16 00				150 00	150 00	200 00	
8		119 00	25 00	50	50	87 25	150 00	150 00	350 00	
9		46 00	46 00	1 00	1 00	134 00	93 75	93 75	306 00	
10		235 00	40 00		1 00	80 00	225 00	225 00	425 00	
11		85 00	27 00				37 50	37 50	252 00	
12		130 00							170 00	
13		190 00	102 00				225 00	225 00	195 00	
14		100 00	30 00	50	1 00	86 25	150 00	150 00	200 00	
15		75 00					86 25	86 25	213 75	
16		45 00					150 00	150 00	200 00	
17		55 00					150 00	150 00	200 00	
18		25 00		50	50	75 75	75 00	75 00	275 00	
19		580 00	199 00	M'dle Sc'l 1 00	1 00	217 00	300 00	300 00	200 00	
20		269 00	106 00				150 00	150 00	95 00	
21		110 00	20 00		1 00	30 75	150 00	150 00	225 00	
22		335 00	90 00	1 10	1 10	354 00	150 00	150 00	75 00	
23		202 00	75 00	1 00	1 00	140 00	150 00	150 00	75 00	
24		143 00	27 00				150 00	150 00	50 00	
25		245 00	25 00				150 00	150 00		
26							150 00	150 00		
27		215 00	25 00				75 00	75 00	100 00	
28		245 00	160 00	70	70	244 30	300 00	300 00	100 00	
29	110 00	110 00		1 00	1 00		300 00	300 00		
30		60 00					37 50	37 50		
31		102 00	80 00	50	1 00	209 00	150 00	150 00		
32		202 00	135 00	1 00	75, 1.00	161 25	150 00	150 00		
33		225 00	125 00	50, 75, \$1	1 00	605 00	450 00	450 00		
34		152 00	100 00		75	13 50	300 00	300 00		
35		205 00	100 00		45	14 60	150 00	150 00		
36		75 00	25 00	50	70	153 50	300 00	300 00		

CONTINUATION CLASSES—GRADE A.—Continued.

Statistics for the year

Inspectorate.	Name of School.		Teachers. Names and degrees of teachers giving whole or part of time to 2 nd 1 st Continuation Class.
	Post Office.	School Section.	
37 Halton.— <i>Con</i>	Burlington	Burlington Village	David Hicks, B.A.
38 ".....	".....	".....	Garnette Freeman
39 Hastings, S.	Milton	Milton, Town.....	W. F. Inman
40 Huron, E.	".....	".....	A. Evelyn Hockey
41 ".....	Tweed	Tweed, Village.....	V. K. Greer
42 Huron, W.	Brussels	Brussels Village.....	J. H. Cameron.....
43 Kent, E.	".....	".....	M. Fessenden, B.A.
44 ".....	Blyth	Blyth Village.....	John Hartley
45 ".....	Exeter	Exeter Village.....	Olivetta Brigham
46 ".....	".....	".....	L. C. Fleming.....
47 Kent, W.	".....	".....	Stella L. Gregory.....
48 ".....	Blenheim	Blenheim, Town... ..	Agnes Johnston
49 ".....	".....	".....	A. A. Merritt
50 Lambton, E.	Thamesville	Thamesville Village	Bessie McCamus
51 ".....	".....	".....	J. G. Cameron
52 Lanark.....	Highgate	6 Orford	Myrtle McCulloch.....
53 ".....	Bothwell	Bothwell, Town	C. A. Milburn
54 Leeds & Gren. No. 1 ..	".....	".....	Miss A. F. Robinson.....
55 Leeds & Gren. No. 3 ..	".....	".....	H. H. Kelly, B.A.....
56 ".....	Wallaceburg	Wallaceburg, Town	Miss M. Tupling
57 Lennox & Addington ..	".....	".....	Miss Z. Case
58 Manitoulin	Dresden	Dresden, Town	E. U. Dickenson, B.A.....
59 Nipissing	".....	".....	Miss L. M. Robertson
60 ".....	Tilbury	Tilbury Village	G. A. Miller
61 Northumberland	Alvinston	Alvinston Village	Berta Robinson
	".....	".....	C. S. Wynne
	Oil Springs	Oil Springs Village	Bessie Alexander.....
	".....	".....	F. Tanton
	Lanark	Lanark Village.....	Josie Switzer
	".....	".....	Lillian Gundy
	Pakenham	4 Pakenham.....	H. E. Amoss, B.A.....
	Westport	Westport Village	Miss M. Clark
	Spencerville	15 Edwardsburgh.. ..	R. Beatty
	".....	".....	Miss M. M. Cole
	Merrickville	Merrickville Village	Miss Mima A. Ellis, B.A.....
	".....	".....	B. C. Taggart
	Bath	Bath Village.....	Miss E. Kennedy.....
	Gore Bay	Gore Bay Town.....	F. P. Smith
	New Liskeard	New Liskeard Town	Jas. E. Burchell
	Sudbury	Sudbury Town.....	Stanley Wightman
	".....	".....	Herbert S. Bates
	Warkworth.....	2 Percy	E. J. Keenan
	".....	".....	R. O. White
			E. G. Scott
			David T. Wright.....
			John G. Lowe
			Miss L. M. Baker
			G. B. Stewart
			P. O. Nelson

ending December 31st, 1906.

Teachers.			Attendance and classification of pupils.														
How many giving whole time.	How many giving part time.	Professional certificate.	Annual rate of salary.	Total pupils enrolled.	Number of boys.	Number of girls.	Average age on Dec. 31, 1906.	Number who passed Entrance exam.	Number of days school open.	Aggregate attendance 1906.	Number of pupils from section.	Number from other sections.	How many other sections.	Number in 1st year (Lower school.)	Number in 2nd year (Lower school.)	Number in 3rd year (Middle school.)	Number in 4th year (Upper School.)
37	1	1st	\$ 650	42	17	25	15	42	200	2,493	23	19	5	17	25	....	....
	1	1st	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
38	1	1st	800	65	28	37	16	65	197	8,548	50	15	9	15	24	25	1
	1	1st	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
39	1	1st	600	41	19	22	13	41	194	4,026	27	14	7	11	18	12	....
40	1	1st	900	75	37	38	15	74	192	8,035	29	46	8	21	12	42	....
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
41	1	1st	600	32	13	19	16	31	198	5,794	18	14	8	10	9	13	....
	1	1st	375	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42	1	1st	970	143	70	73	15	143	191	18,651	87	56	20	63	49	31	....
	1	1st	540	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1	1st	475	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	1	1st	900	84	36	48	14	82	192	9,238	57	27	10	35	33	16	....
	1	1st	425	...	...	...	...	...	...	...	...	...	...	...	...	...	...
44	1	2nd	750	65	28	37	16	65	199	6,580	39	26	7	19	23	18	5
	1	3rd	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
45	1	1st	700	56	28	28	15	55	198	6,295	34	22	7	19	11	21	5
	1	1st	370	...	...	...	...	...	...	...	...	...	...	...	...	...	...
46	1	2nd	850	78	32	46	15	14	199	9,588	43	35	7	16	28	30	4
	1	1st	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1	1st	350	...	...	...	...	...	...	...	...	...	...	...	...	...	...
47	1	1st	1000	81	38	43	15	81	196	9,612	65	16	13	38	10	33	....
	1	1st	575	...	...	...	...	...	...	...	...	...	...	...	...	...	...
48	1	1st	800	86	33	53	15	86	199	10,576	62	24	5	23	27	35	1
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
49	1	1st	600	22	4	18	14	22	200	2,916	22	...	...	9	13	...	...
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
50	1	1st	800	50	17	33	15	43	200	6,630	32	18	8	8	24	18	....
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1	1st	375	...	...	...	...	...	...	...	...	...	...	...	...	...	...
51	1	1st	800	49	17	32	16	46	197	7,159	39	10	8	19	9	21	....
	1	2nd	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
52	...	2nd	600	62	31	31	15	62	194	8,094	33	29	16	20	12	30	....
	1	1st	400	...	...	...	...	...	...	...	...	...	...	...	...	...	...
53	1	2nd	700	48	24	24	15	48	208	5,156	29	19	7	12	19	17	....
54	1	1st	700	30	12	18	16	30	185	3,041	27	3	2	10	9	11	....
	1	2nd	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
55	1	1st	550	35	21	14	15	35	194	3,036	19	16	5	20	11	4	....
	1	2nd	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...
56	1	1st	650	50	20	30	16	50	192	5,983	32	18	7	14	18	18	....
	1	3rd	450	...	...	...	...	...	...	...	...	...	...	...	...	...	...
57	1	1st	625	34	13	21	16	34	197	3,701	13	21	5	9	12	13	....
58	1	1st	815	40	10	30	16	40	198	4,236	17	23	12	16	13	10	1
	1	1st	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...
59	1	1st	1000	14	6	8	15	8	73	658	14	...	...	10	4	...	...
60	1	1st	800	29	11	18	14	29	197	2,460	29	...	...	13	9	7	....
	1	1st	550	...	...	...	...	...	...	...	...	...	...	...	...	...	...
61	1	1st	600	61	37	24	15	61	199	6,142	33	28	10	24	15	22	....
	1	2nd	500	...	...	...	...	...	...	...	...	...	...	...	...	...	...

CONTINUATION CLASSES—GRADE A.—Continued.

Statistics for the year ending

Number of Pupils in

English Grammar.		English Composition.	English Literature.	Canadian History.	British History.	Ancient History.	Mediaeval History.	Modern History.	Geography.
37	42	42	42	17	17	25			42
38	65	65	65	65	65	25			65
39	41	41	41	41	41	30		41	35
40	75	75	75	75	75	42			75
41	32	32	32	32	32	22			32
42	143	143	112	35	112	35			122
43	84	84	84	84	84	16			84
44	65	65	65	65	65	42		60	60
45	51	56	56	51	56	32			51
46	78	78	78	74	74	62	4		74
47	81	81	81	81	81	33			73
48	86	86	86	86	86	35	1	1	86
49	22	22	22	22	22				22
50	50	50	50	50	50	18			50
51	49	49	49	49	49	30			49
52	62	62	62	62	62	30			62
53	48	48	48	48	48	36	36	48	48
54	30	30	30	30	30	22	30	30	30
55	35	35	35	35	35	4			35
56	50	50	50	50	50	18			50
57	34	34	34	34	34	34			34
58	40	40	40	40	40	10			40
59	14	14	14	14	14	14		14	14
60	29	29	29	29	29	7			29
61	61	61	61	61	61	22			61

CONTINUATION CLASSES.—GRADE A.—Continued.

Statistics for the year ending

Number of pupils in the various

Chemistry.	Physics.	Mineralogy.	Writing.	Book-keeping.	Stenography.	Typewriting.	Art.	Physical Education.	Special Commercial Course.	Special Manual Training Course.
37 20	20	.....	42	17	.....	.....	17	.....	.....	.....
38 25	25	.....	65	49	.....	.....	49	49	.....	.....
39 30	41	.....	41	29	.....	.....	.....	.....	.....	.....
40 75	75	.....	33	33	.....	.....	33	.....	.....	.....
41 22	32	.....	19	19	.....	.....	19	.....	.....	.....
42 50	69	.....	73	102	59	59	107	.....	9	.....
43 16	16	.....	35	35	.....	.....	68	48	.....	.....
44 60	65	.....	22	60	.....	.....	.....	.....	.....	.....
45 24	51	.....	19	19	.....	.....	19	.....	.....	.....
46 62	78	.....	44	16	.....	.....	16	.....	.....	.....
47 81	81	.....	48	38	.....	.....	48	.....	.....	.....
48 86	86	.....	47	47	.....	.....	47	.....	.....	.....
49 22	22	.....	22	9	.....	.....	9	.....	.....	.....
50 50	50	.....	24	24	.....	.....	50	.....	.....	50
51 30	49	.....	19	19	.....	.....	28	.....	1	.....
52 30	42	.....	20	20	.....	.....	20	62	.....	.....
53 48	48	.....	48	48	6	.....	48	48	12	.....
54 27	23	.....	.....	11	.....	.....	6	.....	.....	.....
55 35	35	.....	31	31	.....	.....	31	.....	.....	.....
56 50	50	.....	.....	14	.....	.....	32	.....	.....	.....
57 34	34	.....	21	21	.....	.....	21	.....	.....	.....
58 10	40	.....	40	.....	.....	.....	.....	.....	.....	.....
59	14	.....	14	14	.....	.....	14	14	.....	.....
60 7	29	.....	22	22	.....	.....	22	.....	.....	.....
61 37	61	.....	61	39	.....	.....	39	.....	.....	.....

CONTINUATION CLASSES—GRADE A.—Continued.

December 31st 1906.

subjects.—Continued.				Examination results.											
Special Household Science.	Special Arithmetic and English Grammar.	Special Art Course.	Special Agricultural Course.	Candidates for District Certificates.	Number who passed.	Candidates for Jr. teachers.	Number who passed.	Number obtaining honors.	Candidates for Sr. teachers.	Number who passed.	Number obtaining honors.	Candidates for Jr. matriculation.	Number who passed.	Number obtaining honors.	Candidates for Sr. matriculation.
37															
38	25					7	2					2	1	1	
39						2						4	1		
40						13	13	8							
41						4	1								
42						9	4	2				5	5		
43	16					2	1								
44						7	3		5	2		1	1		
45	20					8	7	2	5	4		4	2		
46	30					1	1	1	3						
47	21					7	2					7	4		
48	35					7	2					8	6		
49	22	22													
50	18	18				9	5	1				3			
51						11	8	1							
52						10	5	1				5	4		
53						8	5	4				7	7	3	
54						1									
55															
56						7	2								
57					5	2	4	2				2			
58	40			1	1	7	3								
59															
60				2	2										
61						9	3	3				1	1		

CONTINUATION CLASSES—GRADE A.—Continued.

Statistics for the year ending

Examination results.	Destination of pupils.						Occupation of parents.						Value of			
Number who passed.	Number obtaining honors.	Mercantile life.	Agriculture.	Law, medicine or the church.	Teaching.	Other professions.	Other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Other callings.	Maps, globes, etc.	Scientific apparatus.	Library.	Models for drawing.
													\$ c.	\$ c.	\$ c.	\$ c.
37								10	15	12	4	1		185 00		15 00
38					1	1	8	4	13	5	3	40		150 00		10 00
39		3						6	17	10	4	4	60 00	20 00	30 00	
40		2	1		8	1	3	15	40	10	2	8	60 00	250 00	150 00	15 00
41							7	5	14	7	1	5	25 00	125 00	60 00	25 00
42		2		1	2	5	2	24	56	22	15	26	15 00	110 00	62 00	5 00
43		2	4		1	4	14	7	42	14	6	15	50 00	185 00	36 00	5 00
44				1	5		10	16	30	9	6	4	80 00	150 00		
45		2	1		9	1	7	7	32	3	6	8	70 00	165 00	25 00	
46		3	3		1		4	9	30	14	4	21	38 00	100 00	75 00	5 00
47		7	2		1	1	2	14	12	5	4	46	50 00	300 00	20 00	
48		3	1		2	1	16	13	31	15	1	26	4 00	65 00		5 00
49							18	4					30 00	25 00	15 00	
50		2	2		6		15	11	22	9	1	7		175 00	16 00	
51		5	1		4	1	7	8	16	16	4	5	54 00	150 00	37 00	
52		5	3	2	7		1	4	30	15	2	11	35 00	25 00	100 00	
53		5	4	1	5	2	2	6	32	6	2	2		24 00	10 00	
54		2					3	6	11	6	2	5		30 00		
55			1				4	3	21	2	5	4		83 00	16 00	
56		4	2		3		15	8	19	7	1	15	6 00	120 00		
57		2	4	2	2	1	1		23	2	2	7	10 00	50 00	6 00	
58				3				2	17	7	4	10				
59								2	2	2	1	7	25 00	100 00	11 00	
60		2				1	5	14	1	1	2	11		200 00	10 00	
61		2					1	5	34	7		15	20 00	200 00	15 00	1 00

CONTINUATION CLASSES—GRADE A.—Continued.

December 31st, 1906.—Continued.

equipment.					Fees.			Grants.		
Physical Education.	Typewriters.	Museum, aquarium, collections.	Total value.	Value of additions 1906.	Monthly fee, pupils of section.	Monthly fee, other pupils.	Total fees for year.	Amount of legislative grant.	Do. statutory county grant.	Special county grant.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
37			200 00	175 00	1 00	1 50	134 00	37 50	37 50	
38			160 00	75 00	.70	.60	159 00	300 00	300 00	
39			110 00	40 00	1 00		57 00	150 00	150 00	
40			475 00	200 00	50., 75., 1 00	1 00	477 35	300 00	300 00	100 00
41			235 00	90 00	75	75	160 00	150 00	150 00	50 00
42	150 00		342 00	85 00	1 00	1 00	917 95	450 00	450 00	150 00
43	8 00		284 00	57 00		70	117 00	300 00	300 00	
44			230 00	80 00		70	150 00	150 00	150 00	
45			260 00	60 00	75	75	209 00	300 00	300 00	
46			218 00			60	202 00	300 00	300 00	
47			370 00	25 00		1 00	89 00	300 00	300 00	
48			74 00	16 00	50	60, 1 00	158 89	300 00	300 00	
49			70 00	70 00	2 00	2 00	146 00	37 50	37 50	
50			191 00	5 00	1 00	1 00	234 00	300 00	300 00	
51			241 00	50 00	50	1 00	97 00	250 00	250 00	
52			160 00	14 00		1 00	196 00	150 00	150 00	
53			34 00	23 00	1 00	1 00	273 50	150 00	150 00	
54			30 00			50	7 50	150 00	150 00	50 00
55		5 00	104 00		1 50	1 50	169 50	37 50	37 50	
56			126 00	80 00		2 00	146 00	150 00	150 00	50 00
57		5 00	71 00	8 00		50	56 00	150 00	150 00	40 00
58						1 00	129 25	600 00		
59			136 00							
60			210 00	70 00		1 00		200 00		
61		10 00	246 00		\$2 and \$2.50	\$3 to \$5	376 50	150 00	150 00	

CONTINUATION CLASSES—

Statistics for the year

Inspectorate.	Name of School.		Teachers.
	Post Office.	School Section.	Names and degrees of teachers giving whole or part time to Continuation Class.
62 Oxford	Otterville	6 S. Norwich	Charles A. Garthwaite.
63 "	Tavistock	U. 13 E. Zorra	W. J. Dunlop.
64 "	Princeton	21 Blenheim	Thos. E. Moffatt.
65 "	Norwich	Norwich Village.	Henry Wing.
	"	"	Daisy E. Taylor
66 Parry Sound	Parry Sound	Parry Sound Town.	A. M. Currie.
	"	"	Geo. W. Hofferd.
	"	"	Jno. B. Johnston, B.A.
67 "	Burk's Falls.	Burk's Falls Village	D. Currie.
68 Peel	Bolton	Bolton Village.	Alf. M. Burchill.
	"	"	E. L. Bice
69 Peterboro	Ennismore.	4 Ennismore	Jno. A. O'Donohue
	"	"	M. F. Fitzpatrick, B.A.
70 Rainy River and Thunder Bay	Fort Frances	Fort Frances Town.	A. C. Crosby, M.A.
71 Simcoe N.	Creemore	Creemore Village.	C. S. Carter.
72 "	Elmvale	5 Flos.	W. H. Kirkpatrick.
73 Simcoe S.W.	Beeton	Beeton Village.	W. T. Baker.
	"	"	A. J. Willoughby.
74 "	Cookstown.	5 Essa	H. B. Wood
	"	"	Miss J. Vanvolkenburg.
75 "	Stayner.	Stayner Town.	G. E. Rutledge.
	"	"	Miss G. M. Smith.
76 "	Alliston	Alliston Town	J. A. Spears, M.A.
	"	"	Winnifred Bell
77 "	Tottenham.	Tottenham Village.	Harry S. White.
	"	"	Hattie Tremeer.
78 Stormont	Avonmore	14 Roxborough.	Mabel Drewry.
79 "	Finch	3 Finch.	James Froats, B.A.
80 Victoria W. and	Fenelon Falls.	Fenelon Falls Vill.	T. E. Speirs, B.A.
	"	"	Miss E. A. Suttaby.
81 Muskoka S.E.	Bracebridge.	Bracebridge Town.	H. R. Scovell, B.A.
	"	"	M. I. Hodgins.
82 Wellington N.	Palmerston	Palmerston Town.	J. H. Cunningham.
	"	"	V. W. Rutherford
83 Wellington S.	Drayton	Drayton Village.	Jno. W. Yoke
	"	"	Sara A. Jackson, B.A.
84 "	Erin	Erin Village	Miss S. L. Gregory
85 "	Guelp.	McDonald Consldtd.	J. C. McNab.
86 York N.	Mt. Albert	13 E. Gwillimbury.	Fred Schooley
87 "	Schomberg	14 King.	A. A. Cameron
88 York S.	Woodbridge	Woodbridge Village	M. A. Campbell
	"	"	A. G. McAllister.
89 R. C. Sep. Schools E.	Westport	Westport Village.	Sr. St. Andrew
90 "	Eganville	Eganville Village.	Sr. Ernestine
91 R. C. Sep. Sch. W.	Amherstburg	Amherstburg Town.	Sr. M. Ethelbert
	"	"	Sr. M. Teresa.
Totals		91 schools	

GRADE A.—Continued.

ending December 31st, 1906.—Continued.

Teachers.			Attendance and classification of pupils.														
How many giving whole time.	How many giving part time.	Professional certificate.	Annual rate of salary.	Total pupils enrolled.	Number of boys.	Number of girls.	Average age Dec. 31, 1906.	Number passed Entrance exam.	Number of days school open.	Aggregate attendance, 1906.	Number of pupils from section.	Number from other sections.	How many other sections.	Number in 1st year (Lower school.)	Number in 2nd year (Lower school.)	Number in 3rd year (Middle school.)	Number in 4th year (Upper school.)
62	1	2nd	\$550	28	15	13	16	28	207	2,848	22	6	4	4	13	11	
63	1	1st	750	36	22	14	15	35	206	4,616	19	17	7	12	7	17	
64	1	1st	550	29	9	20	16	29	203	3,408	15	14	6	13	7	9	
65	1	1st	675	66	31	35	15	64	200	6,794	31	35	10	10	27	29	
	1	1st	500														
66	1	1st	800	70	24	46	15	65	196	6,957	47	23	17	45	15	10	
	1	3rd	800														
	1	2nd	750														
67	1	1st	700	26	7	19	16	11	195	2,250	23	3	2	9	17		
68	1	1st	675	39	24	15	15	38	196	4,936	23	16	4	12	5	22	
	1	2nd	500														
69	1	2nd	475	29	9	20	15	20	192	3,844	10	19	3	19		10	
	1	2nd															
70	1	1st	900	26	10	16	16	15	197	2,713	22	4	3	17		9	
71	1	1st	600	34	10	24	16	34	195	3,448	24	10	5	13	7	14	
72	1	1st	600	37	12	25	15	36	87	2,327	24	13	7	37			
73	1	1st	750	44	21	23	15	38	196	6,066	26	18	6	16	17	11	
	1	3rd	400														
74	1	1st	675	37	17	20	14	37	201	5,508	25	12	5	10	9	18	
	1	2nd	500														
75	1	1st	700	55	32	23	16	55	196	8,200	35	20	4	30	16	9	
	1	1st	450														
76	1	1st	800	98	46	52	18	98	196	12,740	54	44	13	49		44	5
	1	1st	500														
77	1	1st	700	59	31	28	15	59	198	6,042	38	21	3	12	10	37	
	1	1st	475														
78	1	1st	425	16	8	8	14	16	200	1,704	11	5	5	10	6		
79	1	1st	525	19	9	10	14	3	200	2,566	15	4	4		19		
80	1	1st	750	29	14	15	15	29	194	3,499	23	6	6	11	16	2	
	1	Int. 1st	500														
81	1	1st	1000	70	17	53	16	70	194	7,801	55	15	11	31	12	27	
	1	1st	450														
82	1	1st	800	51	15	36	15	51	201	6,137	45	6	4	24	9	18	
	1	1st	450														
83	1	1st	750	90	32	58	16	89	198	10,139	46	44	12	27	27	36	
	1	2nd	540														
84	1	1st	550	35	13	22	14	35	198	3,918	21	14	3	9	11	15	
85	1	1st	600	19	4	15	14	18	200	1,061	19			19			
86	1	1st	600	38	22	16	14	35	203	4,065	28	10	6	20	8	10	
87	1	1st	600	22	9	13	15	22	196	1,932	13	9	3	7	4	11	
88	1	1st	525	39	20	19	14		194	4,357	23	16	4	18	13	8	
	1	1st	450														
89	1			43	7	36	15	43	194	5,802	23	20	15	7	14	22	
90	1	Dis.	500	27	10	17	15	27	193	2,421	21	6	6	12	15		
91	1		350	51	11	40	16	44	199	5,847	32	19	2	25	19	7	
	1		200														
117	27	121 1st 16 2nd 2 3rd	* 3993	1660	2333	15	3666	198	† 2,280	2627	1366	569	1614	1143	1214	22	

* Average salary Principal, \$662; Assistant, \$467.

† Average attendance.

CONTINUATION CLASSES—

Statistics for the year ending

Number of pupils in

English Grammar.		English Composition	English Literature.	Canadian History.	British History.	Ancient History.	Medieval History.	Modern History.	Geography.
62	28	28	28	28	28	11	.....	.....	28
63	36	36	36	36	36	36	.....	.....	35
64	29	29	29	29	29	9	.....	.....	29
65	66	66	66	66	66	66	66	66	66
66	70	70	70	70	70	30	.....	.....	46
67	25	25	25	25	25	.....	25	25	25
68	34	34	34	34	34	34	.....	.....	39
69	29	29	29	29	29	10	.....	.....	29
70	25	25	25	25	25	9	.....	.....	25
71	34	34	34	34	34	14	.....	.....	34
72	37	37	37	37	37	.....	.....	.....	37
73	43	44	44	43	43	28	.....	.....	41
74	37	37	37	37	37	27	.....	.....	37
75	47	47	47	47	47	17	.....	.....	47
76	93	95	95	93	98	98	5	5	91
77	59	59	59	59	59	47	.....	.....	59
78	16	16	16	16	16	.....	.....	.....	16
79	19	19	19	19	19	.....	19	19	19
80	29	29	29	11	18	.....	.....	.....	27
81	70	70	70	70	69	24	.....	.....	68
82	51	51	51	51	51	18	.....	.....	51
83	90	90	90	90	90	36	36	90	90
84	22	22	22	22	22	22	.....	.....	22
85	19	19	19	19	19	.....	.....	.....	19
86	38	38	38	38	38	10	.....	.....	38
87	22	22	22	22	22	11	.....	22	22
88	39	39	39	39	39	8	.....	.....	39
89	43	43	43	43	43	22	.....	.....	43
90	27	27	27	27	27	6	.....	.....	27
91	51	51	51	43	43	26	.....	.....	43
3885		3893	3817	3722	3860	1740	334	718	3794

GRADE A.—Continued.

December 31st, 1906.—Continued.

the various subjects.

Reading.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.
62 28	28	28	23				11			28
63 36	36	36	36		19	29	36		18	18
64 20	29	29	29				24		20	20
65 37	66	66	66		60		66			10
66 40	70	70	70		18	4	39		20	25
67 25	25	25	25		25				25	25
68 39	39	39	39		23		10			39
69 29	29	29	29		29		29			29
70 25	25	25	25		15		15			25
71 13	34	34	34				34		20	20
72 37	37	37	36		33		29			
73 33	43	44	44		15		43			33
74 19	37	37	37		18		35			10
75 47	47	47	47		19		40		47	47
76 98	95	98	98	5	4		12		4	53
77 59	59	59	59		8		20		22	22
78 16	16	16	15		8		9			
79 19	19	19	19		19		19			19
80 27	29	28	28		20	12	28		27	27
81 52	70	68	68		36		56			38
82 33	51	51	51		51		51			
83 71	90	90	90		72	8	86		22	71
84 13	22	22	22				21		13	13
85 19	19	19	19		8		8		19	19
86 38	38	38	38		12		33		21	21
87 22	22	22	16		16		16		11	11
88 39	39	39	39		30		35			30
89 43	43	43	43		14		14			21
90 27	27	27	27		6		5			15
91 51	51	43	43		21					27
3325	4037	3826	3681	22	1626	134	2722	.....	1454	2328

CONTINUATION CLASSES—
Statistics for the year ending

Number of pupils in

Chemistry.	Physics.	Mineralogy.	Writing.	Book-keeping.	Stenography.	Typewriting	Art.	Physical Education.	Special Commercial Course.	Special Manual Training Course.
62 23	23	.....	28	17	.....	.....	28	.....	.....	.....
63 36	36	.....	18	18	.....	.....	18	36	.....	.....
64 29	29	.....	8	20	.....	.....	20	.....	.....	.....
65 29	66	.....	66	37	.....	.....	.....	.....	.....	.....
66 26	31	.....	41	41	.....	.....	.....	.....	.....	.....
67 25	25	.....	15	25	.....	.....	25	25	.....	.....
68 39	39	.....	39	17	.....	.....	17	.....	.....	.....
69 10	29	.....	29	19	.....	.....	29	29	.....	.....
70 9	25	.....	17	26	10	.....	25	.....	.....	.....
71 21	21	.....	20	20	.....	.....	20	.....	.....	.....
72 ..	37	.....	.....	35	.....	.....	.....	.....	.....	.....
73 44	44	.....	16	16	.....	.....	.....	.....	.....	.....
74 27	37	.....	10	10	.....	.....	10	27	.....	.....
75 47	47	47	30	47	.....	.....	47	47	.....	.....
76 98	98	4	98	54	.....	.....	50	98	.....	.....
77 37	59	.....	22	12	.....	.....	12	59	.....	.....
78 14	16	.....	10	12	.....	.....	10	.....	.....	.....
79 19	19	.....	19	19	.....	.....	.....	.....	.....	.....
80 27	27	.....	27	27	.....	.....	27	.....	.....	.....
81 21	68	.....	52	52	.....	.....	52	.....	.....	.....
82 18	51	.....	33	33	.....	.....	33	.....	.....	.....
83 36	36	.....	54	54	.....	.....	54	90	.....	.....
84 15	18	.....	7	7	.....	.....	7	.....	.....	.....
85 17	19	.....	19	19	17	19	19	19	.....	4
86 10	38	.....	38	21	.....	.....	.....	.....	.....	.....
87 11	16	.....	22	16	.....	.....	16	.....	.....	.....
88 21	39	.....	39	31	.....	.....	.....	.....	.....	.....
89 36	43	.....	43	21	.....	.....	43	.....	.....	.....
90 6	27	.....	27	21	.....	.....	17	.....	.....	.....
91 26	26	.....	51	30	30	16	.....	51	.....	.....
2626	3446	105	2557	2370	156	117	2192	863	61	54

GRADE A.—Continued.

December 31st, 1906. — *Continued.*

the various subjects.				Examination Results.											
Special Household Science Course.	Special Arithmetic and Eng. Grammar Course.	Special Art Course.	Special Agriculture Course.	Candidates for District Certificates.	Number who passed.	Candidates for Jr. Teachers.	Number who passed.	Number with Honors.	Candidates for Sr. Teachers.	Number who passed.	Number obtaining Honors.	Candidates for Jr. Matriculation.	Number who passed.	Number with honors.	Candidates for Sr. Matriculation.
62.						11	5					2	2		
63.	17					2	2	2							
64.						6	4					4	2	1	
65.						10	6	2							
66.		45		3	1	7	1					11	2		
67.	25			5	2							6	6		
68.	15					3									
69.															
70.				6	6										
71.				5	1										
72.															
73.	10														
74.			17	3	3	6									
75.				7	6	7	3	1				1	1		
76.						18	13	6	4	3		1	1		1
77.				10	10	16	6					2	1		
78.	16														
79.	19			1	1										
80.															
81.						6	6	4							
82.						6	2					9	9		
83.						14	10	2				6	5	1	
84.						5	2								
85.	15					2	1	1							
86.						3	1					2	2		
87.						3									
88.	39														
89.						7	3	1							
90.				1	1										
91.				7	7	1									
15	503	107	17	80	62	396	193	52	17	9		138	88	8	1

CONTINUATION CLASSES

Statistics for the year ending

Ex. Results.		Destination of Pupils.						Occupation of Parents.						Value of			
Number who passed,	Number with honors.	Mercantile Life.	Agriculture. Law, Medicine or Church.	Teaching.	Other Professions.	Other Occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Other Callings.	Maps, Globes, etc.	Scientific Apparatus.	Library.	Models for Drawing.		
62		2		4			2	13	6	2	5	\$ 50 00	\$ 30 00		\$ 2 00		
63		2	1	2		2	17	12	3	4		57 00	93 00	\$26 00	2 00		
64				4		2	3	13	3	2	8	50 00	60 00	58 00			
65		1	1	2		4	9	36	9	12		100 00	300 00	75 00			
66		8	2	4	1	10	20	15	6	4	25	25 00	200 00		1 00		
67		2		1		2	21	5					110 00	80 00	2 00		
68		1	3	4			3	22	3	2	9	70 00	180 00				
69			3			3		28	1			40 00	160 00	50 00	5 00		
70						6	3	7	5	4	7	7 00	104 00	3 00			
71							5	15		3	11	35 00	150 00	40 00			
72		1				7	8	12	1	2	14	27 00	36 00	27 00			
73		2					20	24				7 00	249 00	15 00			
74		1	1	1	1	1	5	22	1	1	8	15 00	135 00	10 00	12 00		
75		2		3		3	30	17	7		1	40 00	75 00		5 00		
76	1	1	6	2	5	10	3	53	20	10	12	160 00	200 00		15 00		
77		2	1		12	1	13	35	5	2	4	5 00	135 00	2 00			
78		2	1				5	10	1			20 00	25 00	22 00	5 00		
79		5		1			1	10	4		4	95 00	60 00	20 00			
80		1				2	7	9	3	3	7	45 00	95 00	30 00			
81			2		5	1	16	11	22	5	16	10 00	400 00	225 00			
82				2			9	21	8	3	10	20 00	500 00				
83		4	3	1	6		7	46	10	4	23	40 00	200 00	5 00	2 00		
84		2	3			1	4	17	2	6	6	30 00	65 00	10 00	3 00		
85			2					17			2	117 00	150 00	30 00	10 00		
86		5		1		1	8	10	8	2	10	10 00	170 00	7 00			
87		2	1	1			2	15	2	1	2	9 00	65 00	50 00			
88		12		1			10	15	6	4	4		65 00				
89				3	3		8	18	6	2	9	20 00	35 00	60 00	5 00		
90			3	2		2	6	9	2	1	9	22 00	43 00	60 00			
91		7	1	8	1	2	6	18	10	2	15	45 00	595 00	235 00	28 00		
..... 1	1	183	79	38	197	51	328	707	1747	536	240	763	2492 00	11884 00	2589	238 00	

GRADE A.—Concluded.

December 31st, 1906.—Concluded.

Equipments.					Fees.			Grants.		
Physical Education.	Typewriters.	Museum, Aquarium, Collections.	Total Value.	Value of Additions 1906.	Monthly Fee, Pupils of Section.	Monthly Fee, Other Pupils.	Total Fees for Year.	Amount of Legislative Grant.	Amount of Statutory County Grant.	Special County Grant.
62		\$ 8 00	\$ 90			\$ 50	\$ 19 50	\$150 00	\$150 00	\$160 00
63			178	\$129	\$ 50	1 00	164 15	150 00	150 00	
64			168	78	50	50	55 00	75 00	75 00	11 50
65			475	45	1 00	2 00	187 00	300 00	300 00	
66		25 00	251		1 00		29 00	500 00		
67			192	60				500 00		
68			250	70	50	1 25	161 50	150 00	150 00	
69	\$10		265		2 50	2 50	475 00	150 00	150 00	
70			114	60				300 00		
71			225	156		1 00	38 00	150 00	150 00	
72			90			50	24 00	37 50	37 50	
73			271	120	1 00	1 to 8 00	146 00	300 00	300 00	
74			172	45	50	50		300 00	300 00	
75			120	20	50		60 00	300 00	300 00	
76			375	25	1 50		470 00	300 00	300 00	
77	\$15		157	75	1 00	1 00	399 25	300 00	300 00	
78			72	40	50	50	76 00	150 00	150 00	85 00
79			175		1 00	1 00	95 00	150 00	150 00	75 00
80			170	60		1 00		150 00	150 00	
81		50 00	685	2	50	1 00	192 00	600 00	600 00	
82			520	100		50	20 00	300 00	300 00	
83	3	1 00	251	160	50c & \$1	1 00	460 00	300 00	300 00	
84			108	50	1 00	1 00	137 00	150 00	150 00	150 00
85	125	5 00	437	35				150 00	150 00	
86			187	130	1 00	1 00	224 00	150 00	150 00	
87			124	100	1 00	1 00	95 00	150 00	150 00	
88			65	25	1 00	1 00	146 75	150 00	150 00	
89			120	10				150 00	150 00	
90			125	50		75	19 00	150 00	150 00	
91	90		993	18		75	79 50	150 00	150 00	100 00
\$26 \$595		\$109 00	\$17,933	\$4913			\$11700 64	\$18605 00	\$16005 00	\$5428 25

CONTINUATION CLASSES—GRADE B.

Statistics for the year

Inspectorate.	Name of School.		Teachers.
	Post Office.	School Section.	
1 Algoma	Thessalon	Thessalon, Town	W. R. Tracy
2 Bruce W	Lucknow	Lucknow, Village	J. Stalker
"	"	"	Miss F. McLean
3 Carleton	Jock Vale	10 Nepean	Hattie M. Bartley
4 "	Manotick	18 Osgoode	Lila M. Ellis
5 "	Stittsville	12 Goulburn	Samuel Acheson
6 "	Hintonburg	Hintonburg, Village	H. W. Brownlee, B.A.
7 "	Carp	3 Huntley	S. A. Hunt, B.A.
8 "	Malakoff	3 Marlborough	Margaret Muir
9 Elgin	Springfield	Springfield, Village	Geo. Stewart
10 "	Belmont	11 S. Dorchester	D. N. McGregor
11 "	Shedden	9 Southwold	Bertha E. Burwell
12 "	Pt. Stanley	Pt. Stanley, Village	R. A. Catherwood
13 Grey, S	Markdale	Markdale, Village	Jas. S. Rowe
14 "	Dundalk	Dundalk, Village	Jno. Urquhart, B.A.
15 "	Flesherton	5 Artemesia	N. C. Mansell
16 Haldimand	Selkirk	3 Walpole	E. O. Awde
17 Haliburton	Powassan	Powassan, Town	Geo. R. Coombs
18 Hastings, N	Marmora	Marmora, Village	Robt. Weir
19 Huron, W	Crediton	5 Stephen	Claude H. Bluett
20 " E	Ethel	11 Grey	L. A. Shannon
21 Kent, E	Blenheim	4 Harwich	Lydia M. Broadbent
22 Kent, W	Wheatley	4 U. Romney & Mer-	W. C. Dainty
23 Leeds & Gren. No. 3	Cardinal	Cardinal, Village	G. A. Weidmark
24 Middlesex, W	Melbourne	U. 16 Caradoc	W. G. Robinson
25 Manitoulin	Manitowaning	2 Assignack	L. A. Jones
26 Ontario, N	Beaverton	Beaverton, Village	J. F. Givens
27 Oxford	Drumbo	11 Blenheim	F. O. McMahon, B.A.
28 "	Burgessville	3 N. Norwich	P. H. Hendershot
29 "	Plattsville	24 Blenheim	Allan Gilmour
30 "	Thamesford	U. 5 E. Nissouri	G. R. Smith
31 "	Embro	Embro, Village	A. W. Kennedy
32 Prince Edward	Bloomfield	7 Hallowell	F. B. Clarke
33 "	Wellington	Wellington Village	Helen McSteven
34 Peterboro	Keene	4 Otonabee	P. T. Pilkey
35 "	Havelock	Havelock Village	Geo. Priddle
36 "	Lakefield	Lakefield Village	Jno. G. Gordon
"	"	"	A. R. Jewell
37 Rainy River and Thunder Bay	Keewatin	1 Keewatin	F. C. Poole
38 Renfrew	Eganville	Eganville, Village	D. R. Harrison
39 Simcoe, S.W	Ivy	7 Essa	Gertrude Steele
40 Victoria, E	Bobcaygeon	Bobcaygeon, Village	J. M. Simpson
41 Waterloo, No. 2	Ayr	Ayr, Village	Geo. Dale
42 Welland	Bridgeburg	Bridgeburg Village	C. E. Hansel
43 "	Port Colborne	Port Colborne Vill.	D. W. McKay
44 Wellington, N	Clifford	Clifford Village	Jno. A. Gray
45 " N	Glen Allan	2 Peel	Geo. C. Scott
46 " S	Rockwood	9 Eramosa	W. J. Greenaway
47 Wentworth	Stoney Creek	3 Saltfleet	A. E. Wilcox
48 "	Hamilton	3 Barton	L. J. Raycroft
49 "	Carluke	11 Ancaster	G. W. Clark
50 Windsor & Walk- ville	Walkerville	Walkerville, Town	Hugh A. Beaton
51 R. C. Sep. School, W	Kingsbridge	2 Ashfield	Marie C. Benn
Totals		51 schools	

ending December 31st, 1906.

CONTINUATION CLASSES—GRADE B.

Teachers.				Attendance and classification of pupils.													
How many giving whole time?	How many giving part time?	Professional certificate.	Annual rate of salary.	Total pupils enrolled	Number of boys.	Number of girls.	Average age Dec. 31, 1906.	Number passed Entrance exam.	Number of days school open.	Aggregate attendance 1906.	Number of pupils from section.	Number from other sections.	How many other sections.	Number in 1st year (Lower school.)	Number in 2nd year (Lower school.)	Number in 3rd year (Middle school.)	Number in 4th year (Upper school.)
1	1	1st	\$750	32	7	25	16	30	198	2,897	32	...	...	9	18	5	...
2	1	2nd	700	79	30	49	15	72	198	10,395	60	19	8	18	41	20	...
		1st	500														
3	1	2nd	400	21	4	17	15	17	187	2,825	12	9	4	13	8		...
4	1	2nd	500	20	8	12	14	20	187	1,901	11	9	5	10	10		...
5	1	2nd	600	34	15	19	15	34	195	4,075	7	27	9	9	13	12	...
6	1	3rd	850	40	20	20	15	36	198	4,496	27	13	6	28	11	1	...
7	1	2nd	550	26	7	19	14	26	196	3,807	17	9	7	13	13		...
8	1	2nd	425	14	10	4	13	11	180	5,333	11	3	2	6	8		...
9		2nd	575	25	13	12	15	23	191	3,107	24	1	1	13	9	3	...
10		2nd	550	24	12	12	14	24	208	2,540	8	16	3	14	10		...
11		2nd	400	15	8	7	14	15	207	1,198	14	1	1	4	11		...
12		2nd	575	15	7	8	13	15	196	2,216	14	1	1	14	1		...
13		2nd	650	37	19	18	15	36	199	3,656	30	7	5	17	10	10	...
14		1st	700	18	5	13	14	17	197	1,622	15	3	2	5	10	3	...
15		2nd	550	16	7	9	14	16	203	1,556	14	2	2	16			...
16		1st	500	29	19	10	15	29	208	3,760	25	4	2	18	11		...
17		2nd	675	27	6	21	15	26	197	3,733	22	5	3	9	6	12	...
18		2nd	675	24	12	12	16	24	198	2,738	21	3	3	10	14		...
19		2nd	550	14	9	5	14	14	203	2,128	10	4	3	10	3	1	...
20	1	2nd	425	21	5	16	14	20	208	1,192	21			21			...
21		2nd	450	13	5	8	12	13	207	1,791	13			13			...
22		2nd	460	22	13	9	14	21	201	2,942	22			18	4		...
23		2nd	600	24	6	18	14	24	200	2,556	22	2	1	24			...
24		2nd	475	26	16	10	15	26	207	3,536	14	12	6	12	6	8	...
25		3rd	650	18	3	15	17	18	196	1,967	17	1	1	11			...
26		2nd	675	22	10	12	13	22	190	3,022	22			22			...
27		2nd	550	27	9	18	15	26	203	3,505	20	7	2	7	10	10	...
28		2nd	575	23	12	11	14	23	210	2,663	20	3	2	19	4		...
29		1st	600	50	22	28	16	50	204	6,003	36	14	6	24	10	18	...
30		1st	600	11	2	9	15	8	198	2,563	8	3	3	7	2	2	...
31		3rd	490	23	12	11	15	22	196	2,170	22	1	1	14	9		...
32		1st	675	25	11	14	15	24	200	3,084	22	3	2	9	7	9	...
33		2nd	450	21	8	13	15	21	200	2,561	15	6	3	21			...
34		2nd	550	26	12	14	15	21	204	2,691	22	4	2	21	5		...
35		2nd	600	17	13	4	14	15	197	1,909	16	1		17			...
36		1st	700	14	8	6	15	14	198	1,074	10	4	3	14			...
		2nd	350														...
37		1st	1000	23	6	17	14	18	204	2,926	23			13	10		...
38	1	2nd	650	30	15	15	15	30	196	3,078	24	6	6	10	18	2	...
39		3rd	500	22	13	9	14	22	209	3,116	18	4	2	6	7	9	...
40	1	2nd	600	38	22	16	14	36	195	3,341	28	10	4	15	9	14	...
41		2nd	600	18	5	13	15	18	196	3,049	13	5	3	10	8		...
42		2nd	900	36	22	14	15	34	197	5,047	36			15	21		...
43		1st	800	38	12	26	14	36	193	3,250	34	4	2	38			...
44		2nd	550	10	3	7	14	9	194	798	9	1	1	10			...
45		1st	500	13	3	10	15	13	207	1,779	11	2	2	5	8		...
46		2nd	600	18	8	10	13	16	202	1,979	16	2	2	18			...
47		2nd	600	21	6	15	14	20	200	2,762	13	8	3	19	2		...
48		1st	425	16	9	7	14	15	200	1,143	10	6	2	13	3		...
49		2nd	440	11	6	5	15	11	197	1,216	8	3	3	7	4		...
50		2nd	1200	26	11	15	15	26	172	1,960	25	1	1	8	18		...
51		2nd	375	19	3	16	15	17	208	2,140	19			9	10		...
11	42	12 1st; 37 2nd; 4 3rd.	*	1232	529	703	15	1174	199	† 749	983	249	130	702	393	137	...

* Average salary, Principal, \$597; Assistant \$425. † Average daily attendance.

CONTINUATION CLASSES—GRADE B.

Statistics for the year ending

Number of pupils in

English grammar.	English Composition.	English Literature.	Canadian History.	British History.	Ancient History.	Mediaeval History.	Modern History.	Geography.
1 32	32	32	32	32	12			32
2 79	79	79	79	79	60			79
3 21	21	21	21	21	21	21	21	21
4 20	20	20	20	20	10			20
5 34	34	34	34	34	34			34
6 40	40	40	40	40	11	40	40	40
7 26	26	26	26	26				26
8 14	14	14	14	14		14	14	14
9 25	25	25	25	25	12			25
10 24	24	24	24	24				24
11 15	15	15	15	15		15	15	15
12 15	15	15	15	15				15
13 37	37	37	37	37	20			37
14 18	18	18	18	18	18			18
15 16	16	16	16	16				16
16 29	29	29	29	29				29
17 27	27	27	27	27	12			27
18 24	24	24	24	24	24	24	24	24
19 14	14	14	14	14	1			13
20 21	21	21	21	21				21
21 13	13	13	13	13				13
22 22	22	22	22	22				22
23 24	24	24	24	24				24
24 26	26	26	26	26	8			26
25 18	18	18	18	18				18
26 22	22	22	22	22				22
27 27	27	27	27	27	20		20	27
28 23	23	23	23	23				23
29 50	50	50	50	50	50			48
30 11	11	11	11	11	4		11	11
31 23	23	23	23	23				23
32 25	25	25	16	25	9	9	9	25
33 21	21	21	21	21		21	21	21
34 26	26	26	26	26				26
35 17	17	17	17	17				17
36 14	14	14	14	14				14
37 23	23	23	23	23		23	23	23
38 28	28	28	28	28	2			28
39 22	22	22	22	22	12	9	9	22
40 22	22	22	22	22	8			22
41 18	18	18	18	18				18
42 36	36	36	36	36				36
43 38	38	38	38	38				38
44 10	10	10	10	10				10
45 13	13	13	13	13				13
46 18	18	18	18	18				18
47 21	21	21	21	21				21
48 16	16	16	16	16				16
49 11	11	11	11	11				11
50 26	26	26	26	26				26
51 19	19	19	19	19				19
1,214	1,214	1,214	1,205	1,214	348	176	207	1,211

December 31st, 1906.—Continued.

CONTINUATION CLASSES—GRADE B

the various subjects.

Reading.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.	Botany.
1	32	32	32	.....	5	.....	18	.....	15	32
2	60	79	79	.....	8	.....	70	.....	20	33
3	21	21	21	.....	21	.....	21	.....	21	21
4	20	20	20	.....	6	.....	12	.....	.....	20
5	34	34	34	.....	34	.....	34	.....	34	34
6	40	40	40	.....	33	.....	12	.....	40	40
7	26	26	26	.....	12	.....	12	.....	26	26
8	14	14	14	14	14	.....	14	.....	14	14
9	25	25	25	.....	.....	.....	25	.....	.....	22
10	24	24	24	.....	.....	.....	.....	.....	24	24
11	15	15	15	.....	.....	.....	.....	.....	.....	.....
12	15	15	15	.....	.....	.....	.....	.....	.....	15
13	37	37	37	.....	.....	.....	22	.....	.....	10
14	18	18	18	.....	6	.....	12	.....	.....	.....
15	16	16	16	.....	.....	.....	16	.....	.....	16
16	29	29	29	.....	11	.....	29	.....	26	26
17	27	27	27	.....	.....	.....	12	.....	.....	15
18	24	24	24	.....	.....	.....	20	.....	.....	.....
19	14	14	14	.....	2	2	4	.....	.....	10
20	21	21	20	.....	.....	.....	.....	.....	.....	.....
21	13	13	13	.....	.....	.....	.....	.....	.....	.....
22	22	22	22	.....	.....	.....	.....	.....	.....	22
23	24	24	24	.....	.....	.....	.....	.....	24	24
24	26	26	26	.....	16	.....	14	.....	18	18
25	18	18	18	.....	.....	.....	.....	.....	18	18
26	22	22	22	.....	.....	.....	.....	.....	22	22
27	27	27	27	.....	.....	.....	.....	.....	.....	20
28	23	23	23	.....	.....	.....	12	.....	4	23
29	50	50	50	.....	.....	.....	14	.....	12	12
30	11	11	11	.....	.....	.....	11	.....	9	9
31	23	23	23	.....	17	.....	19	.....	.....	.....
32	25	25	25	.....	.....	.....	.....	.....	.....	16
33	21	21	21	.....	21	.....	.....	.....	21	21
34	26	26	26	.....	16	.....	.....	.....	.....	.....
35	17	17	17	.....	.....	.....	.....	.....	17	17
36	14	14	14	.....	.....	.....	.....	.....	14	14
37	23	23	20	.....	.....	.....	12	.....	.....	23
38	26	30	28	.....	17	.....	26	.....	26	26
39	22	22	22	.....	5	.....	14	.....	.....	13
40	22	22	22	.....	.....	.....	.....	.....	14	14
41	18	18	18	.....	.....	.....	.....	.....	18	8
42	36	36	36	.....	.....	.....	.....	.....	.....	.....
43	38	38	38	.....	.....	.....	.....	.....	.....	.....
44	10	10	10	.....	.....	.....	.....	.....	.....	10
45	13	13	13	.....	.....	.....	13	.....	13	13
46	18	18	18	.....	.....	.....	12	.....	.....	18
47	21	21	21	.....	.....	.....	.....	.....	21	21
48	16	16	16	.....	3	.....	.....	.....	.....	16
49	11	11	11	.....	.....	.....	11	.....	.....	11
50	26	26	26	.....	8	.....	21	.....	.....	26
51	19	19	19	.....	.....	.....	.....	.....	19	19
1,193	1,192	1,210	1,195	14	255	2	512	.....	490	812

CONTINUATION CLASSES—GRADE B.

Statistics for the year ending

Number of pupils in the various

Chemistry.	Physics.	Mineralogy.	Writing.	Book-keeping.	Stenography.	Typewriting.	Art.	Physical Education.	Special Commercial Course.	Special Manual Training.
1 15	15	.....	32	32	.....	.....	32	.....	.....	.....
2 15	44	.....	44	.....	.....	.....	.....	.....	.....	.....
3 21	21	.....	21	21	.....	.....	21	.....	.....	.....
4 10	20	.....	.....	20	.....	.....	.....	.....	.....	.....
5 34	34	.....	34	20	.....	.....	.....	.....	.....	.....
6 11	40	.....	28	28	.....	.....	40	40	.....	.....
7 12	26	.....	26	13	.....	.....	.....	26	.....	.....
8 14	14	.....	14	14	.....	.....	14	.....	14	.....
9 12	25	.....	25	22	.....	.....	22	25	.....	.....
10	24	.....	24	24	.....	.....	24	24	.....	.....
11	15	.....	15	15	.....	.....	15	.....	.....	.....
12	15	.....	15	15	.....	.....	15	.....	.....	.....
13 10	10	.....	37	37	.....	.....	37	37	.....	.....
14	12	.....	18	8	.....	.....	18	18	.....	.....
15	16	.....	16	16	.....	.....	16	.....	.....	.....
16 26	26	26	29	18	.....	.....	.....	.....	.....	.....
17 12	18	.....	27	15	.....	.....	.....	.....	.....	.....
18	23	.....	24	24	.....	.....	24	24	.....	.....
19 .....	.....	.....	14	10	.....	.....	13	.....	.....	.....
20 .....	.....	.....	21	21	.....	.....	21	.....	.....	.....
21 .....	.....	.....	13	13	.....	.....	13	.....	.....	.....
22	22	.....	22	22	.....	.....	22	.....	.....	.....
23	24	.....	24	24	.....	.....	24	.....	.....	.....
24 14	26	.....	18	18	.....	.....	18	.....	.....	.....
25 18	18	.....	18	18	.....	.....	.....	.....	.....	.....
26	22	.....	22	22	.....	.....	22	.....	.....	.....
27 20	27	.....	7	27	.....	.....	27	.....	.....	.....
28 4	23	.....	23	23	.....	.....	23	.....	.....	.....
29 50	50	.....	.....	12	.....	.....	12	.....	.....	.....
30 11	11	.....	9	.....	.....	.....	9	.....	.....	.....
31	23	.....	23	23	.....	.....	23	.....	.....	.....
32 9	16	.....	9	16	.....	.....	16	25	.....	.....
33	21	.....	21	21	.....	.....	.....	.....	.....	.....
34 .....	.....	.....	26	26	.....	.....	.....	.....	.....	.....
35	17	.....	17	17	.....	.....	17	17	.....	.....
36	14	.....	.....	14	.....	.....	14	.....	.....	.....
37	23	.....	23	23	10	.....	23	23	.....	.....
38 28	28	.....	28	28	.....	.....	28	15	2	.....
39 9	22	.....	22	11	.....	.....	22	22	.....	.....
40 8	22	.....	22	14	.....	.....	14	.....	.....	.....
41	18	.....	18	18	.....	.....	18	.....	.....	.....
42 36	.....	.....	36	36	22	11	36	.....	36	.....
43 .....	.....	.....	38	38	.....	.....	.....	.....	.....	.....
44 10	10	.....	10	10	.....	.....	.....	.....	.....	.....
45	13	.....	13	8	.....	.....	8	.....	.....	.....
46	18	.....	18	18	1	.....	18	18	.....	.....
47	21	.....	21	21	.....	.....	21	21	.....	.....
48 .....	.....	.....	16	16	.....	.....	16	16	.....	.....
49 4	11	.....	11	11	.....	.....	11	.....	.....	.....
50 .....	.....	.....	26	24	.....	26	26	26	.....	.....
51 11	11	.....	19	19	.....	.....	19	.....	.....	.....
424	929	26	937	964	33	37	812	377	52	.....

December 31st, 1906.—Continued.

CONTINUATION CLASSES—GRADE B.

subjects.—Continued.

Examination results.

Special Household Science.	Special Arithmetic and Eng. Gram.	Special Art Course.	Special Agricultural Course.	Candidates for District Certificates.	Number passed.	Candidates Junior teachers.	Number passed.	Honors.	Number of Senior teachers.	Number passed.	Honors.	Candidates for Jr. matriculation.	Number passed.	Honors.	Candidates for Sr. matriculation.	Number passed.	Honors.
1				2	2												
2						15	4	2									
3																	
4						2						1					
5	34																
6																	
7																	
8																	
9																	
10	24	24															
11	15	15															
12																	
13																	
14	18																
15																	
16																	
17				11	9												
18	24	24															
19																	
20				9	9												
21																	
22	22	22															
23						1	1										
24	8																
25				7													
26																	
27																	
28						5											
29																	
30	2																
31						1											
32																	
33																	
34																	
35																	
36																	
37						1											
38						3	2					3	3				
39			6	1	1	8	4										
40				4	1												
41																	
42																	
43																	
44																	
45																	
46																	
47	21																
48																	
49																	
50	26																
51																	
.....	194	85	6	34	22	36	11	2				4	3				

CONTINUATION CLASSES—GRADE B.

Statistics for the year ending

Destination of Pupils.						Occupation of Parents.						Value of			
Mercantile life.	Agriculture.	Law, medicine or church.	Teaching.	Other professions.	Other occupations.	Commerce.	Agriculture.	Mechanical occupations.	Professions.	Other callings.	Maps, globes, etc.	Scientific apparatus.	Library.	Models for drawing.	
1			2			15	7	8		2	\$ 4 50	\$69 50		\$ 1 00	
2	3		4		8	30	20			29	45 00	50 00		10 00	
3					6		21					21 00	\$2 00		
4	3				1	1	11	3	2	3		32 00			
5	2	2				2	21	2	1	8		76 00			
6	8				8		5	30	2	3	20 00	150 00	100 00	7 00	
7						6	14	1		5		165 00		3 00	
8					1		13			1	15 00	55 00			
9	1	1		1	1	6	9	2	5	3	10 00	70 00	15 00		
10	2	1	2		4	5	19				20 00	51 00	10 00		
11		2			6		10	3		2	10 00		20 00		
12						1		2	1	11	5 00	40 00	10 00		
13	6	4			5	14	13	5		5	15 00	10 00	46 00		
14			1		2	4			3	7	37 00	30 00	10 00		
15	2					2	5	4		5	75 00				
16	3	4			6	12	6	1	4			60 00			
17			2	1		10	9	4		4	50 00	70 00	5 00	2 00	
18				2		7	2	5	2	8	50 00	50 00	95 00	4 00	
19	1				2	4	9			1	8 00	7 00	6 00	3 00	
20					12		10	3	1	7	20 00		20 00		
21	8						13							2 00	
22	5	1		2	6	2	8	6	1	5	75 00	6 50	10 50		
23	2		16		6		2	16	2	4		100 00			
24	4	3		1	2	3	14	4		5		60 00			
25	1		3			8	4	3		3	12 00	25 00			
26	1	1				4	2	7	1	8	10 00		15 00		
27	2	1				6	17	3		1	40 00	100 00	10 00		
28							15		2	6		10 00			
29	3				9	7	19	10	2	12		50 00	30 00		
30				1	6	4	7					55 00	22 00	1 00	
31	3				7	11	9		1	2	30 00	21 00			
32	2		1		8	4	7	6	1	7	40 00	35 00			
33						3	5	3	2	8	30 00				
34	1	3		3	3	1	10	4		11	90 00		80 00	1 00	
35					6	1		1	1	14	25 00	1 00			
36					1	2	5	2	1	4		50 00			
37	5				10			9	1	13	20 00		45 00	5 00	
38	1	1			5	6	5	8	5	6	25 00	180 00	10 00		
39			2	4		2	18	1		1	55 00	85 00	15 00		
40	2		3		6	4	6	5	4	19	10 00	10 00	25 00	3 00	
41	2				2	7	2	5		4	6 00	11 00			
42	4				7	2	5	5	6	18	50 00	25 00			
43					18	11	5	12		10	114 00		20 00		
44	1				4		2			8	25 00				
45							11	1		1					
46	1	2			4	2	7	1	1	7		20 00			
47	1						21				25 00		40 00		
48							10	6			8 00		36 00		
49				2	2		11				12 00	25 00	10 00		
50	3	1			5	2	2	4	3	15	10 00		50 00		
51			2	2	4		19				5 00	43 00	11 00	1 00	
77	32		42	18	178	205	475	200	52	300	1,101 50	1,919 00	771 50	43 00	

December 31st, 1906.—*Concluded.*

CONTINUATION CLASSES—GRADE B.

Equipment.					Fees.			Grants.		
Physical education.	Typewriters.	Museum, aquarium, collections.	Total value.	Value of additions, 1906.	Monthly fee pupils of section.	Other pupils.	Total fees for year.	Amount of legislative grant.	Amount of statutory county grant.	Amount of special county grant.
			\$	\$	\$	c.	\$ c.	\$	\$ c.	\$ c.
1			75 00	54 00	50	1 00	200 00	150 00	75 00	
2			105 00							
3			23 00					37 50	37 50	312 00
4			32 00	32 00				30 00	30 00	
5			76 00	11 00	50	50	118 50	75 00	75 00	275 00
6	15 00		292 00	85 00				75 00	75 00	275 00
7		25 00	193 00	93 00	50	1 00	42 00	75 00	75 00	148 00
8			73 00	57 00				30 00	30 00	320 00
9			95 00	50 00		1 00	8 00	75 00	75 00	
10			81 00					75 00	75 00	
11			30 00	5 00				75 00	75 00	
12			55 00					75 00	75 00	
13	5 00		76 00			1 00	5 00	75 00	75 00	
14			77 00	65 00	50		7 00	75 00	75 00	
15			75 00					75 00	75 00	75 00
16			60 00			50	15 00	75 00	75 00	
17			127 00			50	8 00	150 00	150 00	
18	10 00		209 00	159 00		50	12 00	75 00	75 00	
19			24 00					37 50	37 50	62 00
20			40 00					37 50	37 50	12 50
21			2 00					75 00	75 00	
22			92 00	50 00				37 50	37 50	
23			100 00					75 00	75 00	
24			60 00	20 00		80	51 85	75 00	75 00	
25			37 00	3 00		50	6 00	150 00	75 00	
26			25 00					75 00	75 00	50 00
27		2 00	152 00			50	40 50	75 00	75 00	
28			10 00	10 00		25	5 00	75 00	75 00	
29			80 00	50 00		50	45 00	75 00	75 00	
30			78 00	50 00		75	17 50	75 00	75 00	67 00
31			51 00	25 00		75	6 00	37 50	37 50	
32			75 00	20 00		50	13 00	75 00	75 00	
33			30 00					75 00	75 00	
34			171 00			50		22 50	22 50	
35			26 00					75 00	75 00	
36			50 00							
37			70 00	40 00				300 00		
38			215 00	150 00		1 00		37 50	37 50	
39			155 00	26 00	1 00	1 00	64 00	75 00	75 00	
40			48 00	10 00		1 00	36 00	112 50	112 50	
41			17 00			50	9 00	75 00	75 00	
42	25 00	90 00	190 00			50		75 00	75 00	
43			134 00			1 00	14 00	75 00	75 00	
44			25 00					22 50	22 50	
45								37 50	37 50	25 00
46			20 00	20 00				22 50	22 50	
47		20 00	85 00	20 00				75 00	75 00	
48			44 00	36 00				22 50	22 50	
49			47 00	35 00				37 50	37 50	
50	10 00	100 00	10 00	180 00	10 00	30	1 80	75 00	75 00	75 00
51			60 00					75 00	75 00	
50 00 205 00			57 00	4,147 00	1,186 00		725 15	3,637 50	2,962 50	1,696 50

APPENDIX W.—THE SCHOOLS OF MASSACHUSETTS AND NEW YORK STATES.

During the month of March last, Mr. G. K. Mills, B.A., Public School Inspector for North Simcoe, paid a visit to the schools in Massachusetts and New York. He has been good enough to allow the Education Department to publish in the Minister's Report for the present year a very interesting and valuable account of this visit. Mr. Mills is probably the first Ontario educationalist who has given special attention to the rural schools in Massachusetts and New York, and his observations and conclusions are especially seasonable and valuable at a time when the Education Department is taking the first step in the re-organization of our Public School System, by improving the salaries and qualifications, and the equipment and accommodations of the rural schools in particular.

Massachusetts is not an agricultural state in the sense in which the term is understood in Ontario. Throughout the western part the Berkshire Hills are every where from 500 to 800 feet high. After leaving them the railroad crosses the valley of the Connecticut River and continues through a succession of low hills until it reaches Boston. If one is to judge from the number of stone fences, the country must have been covered by small boulders brought down by glacial action, and when the forest was cleared the work of removing these stones must have been enormous. Even when cleared of these, the soil is thin and stony, only a few inches covering beds of coarse gravel or the solid rock. No wonder that the opening of the enormous fertile tracts of the central and western states brought about an exodus from the New England states which removed most of the agricultural population. To-day these hills are overgrown again with small timber and about the only indications that much of the state was once farmed are the stone fences running through the woods, the gnarled old apple trees, and the cellar holes which indicate the location of houses that have long since disappeared.

But Massachusetts has become a remarkably wealthy manufacturing state, and this has also contributed to the depopulation of the rural districts. It is true that around the towns and cities every attempt is made to win produce from the soil to supply the necessary market truck and milk, but even with the high prices received, the cost of artificial manures which must be liberally supplied to the soil so reduces the profit that to our Ontario farmers it would look as though these people were hardly making a living.

The division of the county in Massachusetts is called a "town" not a "township" as with us. This town is irregular in shape and size, but would probably average 4 by 5 miles. The term "town" includes not only the district but the village or town that is situated in it. Each "town" (or township) is a unit and is independent of every other town and to a great extent of the state, in matters of education and government. The people do not elect a council as we do and leave all expenditure in their hands. Every town holds an annual meeting in March, in the town house, and in the "warrant" calling the meeting, notice is given of all the business that will come before it. At this meeting the citizens vote all appropriations of money for roads, streets, lighting, schools, etc. Every ratepayer has a right to take part in the discussions and to vote on these appropriations. It is a veritable village-moot. At the same meeting, or at an adjourned meeting held in April, three (or more as the town may decide), "selectmen" are elected to superintend the expenditure of the money voted for roads,

streets, etc., and a school committee of three to manage the school affairs of the whole town. These elections are usually by a show of hands, but the secret ballot may be adopted if the meeting so determines.

The school committee engages the teachers and the superintendent of schools, frames the courses of study (beyond a few subjects that are compulsory in all schools), selects the text-books, purchases all supplies, attends to all building and repairs, consolidates the schools of the town if it thinks it advisable and has in fact complete control of the educational affairs of the town. No appeal from its action in any matter can be made to any higher authority. The state on the other hand confines itself to advising, stimulating and supplementing local activity. Compulsory legislation usually follows when a large majority of the towns of the state have adopted any improvement in educational methods.

There are ten normal schools in the state, each capable of accommodating two hundred students. The course is from two to four years, and while the schools are well attended, they do not by any means supply a sufficient number of teachers. The state does not set a standard of qualification. While local sentiment usually demands one, this varies with the town. Some require that the teachers shall be normal graduates, others that they shall have attended normal school or have taught for three years, while in others they are required to pass an examination held by the superintendent of schools. As this superintendent is usually engaged from year to year by the school committee, it behooves him to be easily satisfied with the qualifications of any candidate favored by a majority of the committee, or by some aggressive member of it. I visited one town where, out of seventeen teachers, nine were without complete normal training (two years), five without complete high school education (four years), and three with a year or less at high school. In fact only about forty per cent. of all the teachers employed in the state are graduates of normal schools, and about fifty per cent. have attended normal schools.

Every town and city, either alone or in union with another town, is required to employ, through its school committee, a superintendent of schools who has the care and supervision of the schools, under the direction and control of the school committee. The superintendent must possess a high standard of scholarship and pass a state examination in the methods, history, science, and philosophy of education. His powers and functions are not further defined by state. His relations to the school committee are purely advisory and he fulfils those duties that they may direct. He is usually engaged yearly, although after satisfactory service he may be elected to serve "during the pleasure of the committee." The minimum salary of superintendents is \$1,500, of which the town or united towns must raise \$750, while the state gives \$1,250, three-fifths for the salary of the superintendent, and two-fifths towards the salary of the teachers. Besides actively supervising the schools he makes recommendations to the committee regarding school books and supplies, courses of study, engagement of teachers, etc.

Massachusetts has no state text-books. Each town and city selects its own, under the restriction that a change requires a two-thirds vote of the school committee. All schools, both public and high, all text-books and other school supplies are free; that is, they are purchased by the town or city and loaned to the pupils free of charge. This applies to tools, implements and materials used in the various forms of manual training, including cookery. The average cost per pupil throughout the state is \$1.60 per year.

Evening elementary schools are required in towns of 10,000 or over, and evening high schools where the population exceeds 50,000. Every town and city with a population of 20,000 or more is required to provide manual training in both public and high schools. A "resolve" was before the state legislature in March of this year for discussion, the object of which was to compel, by 1910, the establishment of trade schools in every town with a population of over 10,000, the particular trades to vary with the nature of the local industries.

Owing to the concentration of the population in the manufacturing centres of the town, and the number of trolley lines running to almost all parts of the state, the problem of consolidation of schools is much simpler than in most other states in the Union. I should judge that perhaps one-third of the district schools of the state have been consolidated with the centres of population in the towns. This process of consolidation began in 1869, but it has proved a very troublesome question even under such favorable conditions. The attendance at the district schools is very small, averaging not more than twelve for the fifteen district schools that I visited. In the town of Berlin, however, about twelve miles from the city of Worcester, I visited a district school with an enrollment of 32 and an average attendance for March of 28. Around Boston for a radius of fifteen miles most of the towns have consolidated their schools, the children coming to the centres on trolley cars or being drawn in "barges." Around Worcester, Springfield, and Westfield for the same radius few of the towns have adopted the consolidation system. In the towns of Berlin and Shrewsbury the ratepayers at the town meeting in 1906 voted against consolidation. The committee of the town of Berlin spent \$3,500 last year in repairing and fitting up the five district schools of the town. In the town of Brookfield some of the schools were consolidated, but they have gone back to the district schools. I found the same to be true in Framingham and in Penfield, New York state. The standard arguments against consolidation are as follows:

- (1) Parents do not like to have their little children go so far from home.
- (2) Little children become cramped and cold when they ride so far.
- (3) Incompetency of drivers—drunkenness, bad language, lack of control of the children.
- (4) Some of the larger children use foul language, sing ribald songs, impose on the little ones by crowding, throwing hats out of the rig, or worse.
- (5) Increased cost.
- (6) Decrease in the value of farm property.
- (7) Impossible to get tenants when the school is so far away.

While no doubt much of the opposition arises from an innate opposition to what appears to be a radical change in a long established custom, and most of these arguments could be met successfully, still the fact remains that very many of the towns of Massachusetts have decided against consolidation under much more favorable conditions for its adoption than we can have in Ontario, and this after numerous illustrations of its working in all parts of the state, and after a discussion extending over from ten to twenty years.

Agricultural conditions in the state of New York are much like those in Ontario, and their school system resembles ours more than it does that of Massachusetts. Very few of their rural schools have been consolidated. The course for teachers in the normal schools is two years, but provision is made in many high schools for an elementary training which entitles them to a certificate for two years. All teachers in graded schools, unless they are

graduates of some college, must hold a state normal school certificate, but this is not necessary for teachers in country schools. The school commissioner, who corresponds to our school inspector, is elected every three years by popular vote. He may have been a teacher, or he may have followed any other occupation, but if he can get the party nomination he may be elected. He visits the schools once a year, and as his official existence depends on the votes of the people, he, like the same official in Massachusetts, gives no offence and makes no requests that may tend to make him unpopular with the people. The condition of the 15 rural schools in Massachusetts and the 8 in New York state that I visited is sufficient evidence that such a system is not the best for the schools. Such poor school accommodation does not exist anywhere in Ontario, unless perhaps, in the newly settled parts of the districts.

At the time of my visit a bill was before the New York Legislature which proposes to do away with the present system of school commissioners and appoint superintendents who shall hold office for five years. No superintendent shall have more than 40 schools and he must visit them every month (some said every six weeks). The state will pay \$1,200 and the district \$300, and \$300 for expenses, for each superintendent. As the State Board approved of the bill, and everyone spoken to seemed to think it would become law, I have little doubt but the rural schools of the state will be greatly improved before long. If the eight schools that I visited are a fair sample of the rural schools there is plenty of room for improvement.

Owing to different conditions, it is a difficult matter to compare the work done in their schools with that done in ours, and to say that one is better than the other; so much depends on the individuality of the teacher, the principal of the school, and the superintendent. Shortcomings in their schools, as in ours, are frequently the result of poor administration rather of any weakness in the system. The following features in their system impressed me as particularly worthy of our consideration:

(1) Every grade was supplied with from four to six different reading books instead of being confined, as with us, to one book for perhaps two years (junior and senior classes). Besides providing the usual literary selections, these reading books deal with a great variety of subjects; and by the time the pupils have passed through the eight or nine grades of their schools they have a much broader general knowledge, a better appreciation of literature, and the school has done its duty towards cultivating a taste for books that are worth reading. In addition to these books for class reading, very many of the rooms of the graded schools have a small reading and reference library.

(2) More attention is given to the English subjects, such as reading, literature, composition (oral and written), and history. Their children write better English, they read with much greater appreciation, they speak readily with a correctness of expression and an intelligence not often met with in our schools. They do not spell better and the standard of arithmetic, particularly in the lower grades, is lower than ours. Their history is a large book written as an interesting story, while ours is a wretched little index of historical facts. The same comparison might be made of the geography.

(3) The classes in the American graded schools are smaller than in ours. In their primary schools I saw no room seated for more than 42 children, and it was a rare thing to find more than this number in their grammar schools, (grades 5 to 9). The usual number was from 35 to 40. As the pupils in the lower grades require more individual attention, the classes are smaller.

(4) In every graded school of a fair size there was a principal's assistant. For example, in a 10-roomed school there would be eleven teachers. The additional teacher allows the principal freedom from teaching for an hour or perhaps two each day to attend to the necessary business and supervision of the school, and provides for the proper teaching of special subjects, such as art and music. If this assistant is qualified to teach these subjects she does so, but if not she relieves the principal or some other member of the staff who is specially qualified. The time-table is arranged to suit the conditions.

(5) The law regarding school attendance and truancy is apparently much better enforced in Massachusetts and New York than with us. In Massachusetts the children must attend school until they are fourteen. Between 14 and 16, if they wish to obtain a position, they must go with one of their parents to the superintendent's office and present a certificate from their teacher showing satisfactory school attainments. They are then given an employment certificate. Even between 16 and 21, an employment certificate must be obtained. To get this the applicant must be able to read at sight and to write legibly simple sentences in English. If he is unable to do so an employment certificate is issued to him on condition that he attends night school; his employer is held responsible for his attendance if there is one in the town. This provision guards against illiteracy among foreigners.

In New York state, if the pupil wishes to leave school after he reaches fourteen, he must obtain an employment certificate from the commissioner of schools or from the principal of the town school. To obtain this he must have attended school for 130 days since he was 13 years old. The school records show the age of the pupil in all cases and cannot be disputed. If an employment certificate is not applied for, the child is regarded as a pupil of the school until he is sixteen.

(6) The most important feature of the Massachusetts school system is that of a single school committee for each town. This corresponds to what we would term a township board of trustees. It has been in force so long and has proved so satisfactory that no one thinks of any other system. It has many advantages among which I may mention the following:

- (a) The cost of the schools is equally distributed over the town.
- (b) The schools are better and more uniformly equipped.
- (c) The salary of the teacher is based on ability and qualification.
- (d) Small schools are consolidated if it is found to be better and cheaper.
- (e) The higher grades are consolidated in schools equipped for the purpose.

(f) The poor district has the same advantage as the wealthy.

(g) The school committee is usually composed of progressive men who are aware of the benefits of education both to the individual and to the state.

(h) The efforts of the superintendent can be directed more to the teacher, as he has only one board to deal with; such a board is more likely to demand that the servant be worthy of his hire than would a dozen boards scattered throughout the township.

Their urban school buildings are better than ours and are better equipped. The teaching I believe to be better. This is owing to a better system of supervision, smaller classes, special teachers of art and music provided for by the extra teacher, and the emphasis laid on English and related subjects. Manual training and household science formed a part of

the course in all the urban schools I visited. Their teachers do not seem to work so hard as ours for examination purposes. I admit that when an American pupil comes to our schools we regard him as being far behind our pupils of the same age. So they are in arithmetic, history of England and Canada, geography of Canada; and, if they are in the lower grades, they will likely be behind in spelling. Too often our teachers regard this as a sign of the weakness of the American schools, but it appears to me to be due to a difference in the views we hold as to what is most necessary in an elementary education.

Our rural schools are far in advance of the rural schools I saw in either Massachusetts or New York state. Our buildings, school grounds, school equipment, with the exception of books and seats, are so much better that I was astonished. It is by no means fair to compare the rural schools of Massachusetts with ours, as the difference in the agricultural conditions and the rural population is so great, but in the wealthy agricultural state of New York the schools are little better. The buildings are small, very old, unventilated, playground very small and unfenced toward the road or frequently none at all, closets as bad as our worst, no globe, only a very cheap map of the state in half of them, two or three maps in the others, no pictures, and no wall decorations save the broken and discolored plaster. I saw only one rural school building that was creditable. It was a new building, but it was not equipped any better than the others.

I can attribute the much better condition of our rural schools only to the efforts of our school inspectors backed by the authority given them by the Province.

9458





3 1761 11546733 4